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ABSTRACT

Covering the period of June 1973 to June 1976, this final report describes objectives, activities, results, and accomplishments to date of a career education project serving nearly 10,000 K-12 students in five school districts in Southeastern Idaho. Accomplishments listed for continued implementation in the third operational year include these: An inservice teacher workshop; development and dissemination of curriculum units; a followup study of high school graduates; career placement services; two mobile resource laboratories--a model office simulation (BOP, Inc.) and a career information center (PACE); and skill training programs. The report of the third party evaluation, which involved student testing, questionnaires, and review of records and materials, is appended. Findings are reported for each of the seven project objectives and measure the extent to which objectives were attained. Other appendixes include role descriptions for project personnel; units, activities, and materials for career education K-12; summary report of third party evaluator; guide for implementing career education; and program description and materials for the PACE Center and for BOP, Inc. (TA)

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ED136024

FINAL REPORT

Project No. V 361100
Grant No. OEG-0-73-5300

Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration, and Preparation for the World of Work.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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July 1976

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  - PACE Center
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SUMMARY REPORT

A. Time Period

June 15, 1973 to June 30, 1976

B. Goal and Objectives

Objective I. Sixty percent (60%) of students in grades K-3 will have become aware of self and others, and aware of the world of work. This will include having esteem for self and others, and being able to distinguish between careers in the "Goods and Services" clusters.

Objective II. Sixty percent (60%) of students in grades 4-6 will have developed self awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes and work values.

Objective III. Sixty percent (60%) of junior high school students will explore careers, explore self, make some tentative decisions about self and careers, and participate in further exploration of careers or career clusters.

Objective IV. Sixty percent (60%) of senior high school students will explore careers, declare their career intention, develop a tentative plan for achieving the career, and participate in further career exploration or enroll in a vocational program.

Objective V. There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for Career Preparation.

Objective VI. There was an increase of at least 15% of all handicapped students who will be placed in an employment position by the time they are twenty-one years of age.

Objective VII. 100% of all exiting students will be placed in one of the following:

1. Employment, including
   a. military service
   b. homemaking
   c. volunteer service or mission
2. Post-secondary Occupational Training Program
3. Degree seeking program

C. Procedures Followed

The above represent the objectives of the Bingham County Developmental Career Education Project. Many secondary goals and objectives are included within the scope of procedures and activities required to meet these seven major objectives. In seeking to meet these initial objectives, the five school districts agreed that a multi-district combination of resources would be the most economical and efficient approach toward a solution of the problem.

Within this concept, a governing board composed of the Superintendent and one Trustee from each district, administered the Project with each superintendent giving direction toward Project implementation within his district, under the policy of the Bingham County Board of Cooperative Services. In addition, a representative Advisory Committee was formed to assist the Board in maintaining contact with the communities which comprised the five districts.

The Board employed five staff members under the Project, including the Director, Guidance Coordinator, Office Simulation Teacher, PACE Center Aide, and a secretary. This staff was responsible for the development and implementation of the Career Education Project throughout the five districts. The Proposal directed that 20% of the student population in the County should be reached during the first year with an additional 20% during each subsequent year. During the three years 300 teachers, all counselors and principals were involved in workshops and inservice for training and educating, and in implementation of the five primary program components representing a scope and sequence approach these components were:

A. Utilization of curriculum units and learning activities integrated at all grade levels, K-12, within traditional subject matter and designed to show students the career implications of that subject matter as validated in the world of work.

B. Establishment of a developmental career guidance program at all grade levels designed to assist students in establishing a positive self-concept; evaluating interests, aptitudes, abilities and goals related to career decision-making; and assuring proper placement for all exiting students.

C. Utilization of two mobile "resource" laboratories to provide students at the high school level with intensive short-term career-related experiences:

   1. A model office-simulation (BOP Inc.) experience organized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming

familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they may eventually seek work.

2. A Career Information Center (PACE) containing the most recent career information available in a variety of media formats and equipped for student use individually or in small groups. It is intended to provide a comprehensive information system to each high school which would otherwise be impossible to maintain becuase of cost.

The Project served as a focus for planning and coordinating activities geared to the expansion of vocational skill training programs within the five districts. An extension Feasibility Study to determine the practicality of building, renting or leasing a centrally located skill-training facility which would accomodate students from the five districts, resulted in the initaition of planning activities to accomplish this long range goal. New skill-training programs jointly implemented by the school districts were developed.

Cooperative efforts involving Career Education Programs and special services provided by the Bingham County Program for Exceptional Children consisted of planning for use of resources to prevent overlap and duplication and the sharing of materials, equipment and facilities. Career placement services were provided largely by the counselors in the local high schools, the career guidance coordinator and the Department of Employment.

D. Results and Accomplishments

Acceptance of Career Education concepts by teachers, counselors and administrators has been good, and there has been a generally positive feeling in the community toward the concept and the program.

Objective I. Students were exposed to career and self awareness through teacher integrated career activities, which included field trips, resource people from the community, self concept activities through DUSO I and II and teacher developed activities. About 90% of students were involved and post tests showed gains in self concept and career awareness. The objectives was achieved.

Objective II. Approximately 85% of students participated in career awareness and self-awareness activities. Testing indicated that students made positive gains in self-concept and also in knowledge of the world of work. These students were able to discriminate and describe career interests, aptitudes and values. The objective was achieved.

Objective III. According to post-testing results using the Assessment of Career Development junior high students showed significant increases in their ability to make realistic career decesions, and more than 60% of them were involved in making tentative career decisions. The objective was achieved.

Objective IV. The results of maintaining and testing indicated that senior high students did have a high level of career exploration activities and could make career decisions. This objective was achieved.

Objective V. At the end of the project there was more than a ten percent increase in the number of students participating in vocational programs. There were numerous sub-objectives to objective V with two of these being achieved at a level less than specified or disired. The sub-objective dealing with performance certificates for vocational students was developed as per objective, but has not been used to date. The passage of a mill levy to build a vocational center was not realized. Otherwise objective V was achieved.

Objective VI. This Objective was largely accomplished through the Bingham County Program for Exceptional Children. More students were placed in a work situation or sheltered workshop than were before the project began.

Objective VII. During the second and third years of the project 96.5% and 94.7% of exiting students were placed. This seems sufficiently high to indicate that the objective was achieved.

The Bingham County Board of Cooperative Services, composed of representatives from each of the five school districts has a firm commitment to continuing career education and expanding vocational education in the future.

E. Evaluation

Through internal and external evaluation, constant manitoring, and technical evaluation there was provided feedback to the project staff, who replanned procedures in an effort to continually improve the career program and have greater impact on students. The Third Party Evaluators provided accurate and appropriate feed-back or a continual and helpful basis during the entire project. Their evaluation showed a high level of achievement of project objectives.

FINAL REPORT
# of the
Bingham County
Developmental Career Education Project

A. THE PROBLEM

Bingham County, located in Southeastern Idaho has five school districts and a population of nearly 32,000. The K-12 student population is nearing 10,000. Blackfoot, the county seat and largest urban area, has a population of about 10,000; the remaining 22,000 people live in the rural areas comprising seventeen smaller communities. There are twenty-six elementary and secondary school buildings within the county and one elementary parachial school located in the city of Blackfoot.

The economy of Bingham County centers around agriculture and the processing of agricultural products, primarily potatoes and grain. The average income is $2,483 compared to $2,401 for the State of Idaho. However, the Department of Employment lists 2,182 families in the county as disadvantaged. The small minority population is predominatly Indain but also includes some 271 Mexican-Americans.

At the initiation of this Project the proposal stated, "high schools in Bingham County, as well as Southeastern Idaho...are too academically oriented," the emphasis being placed on a college preparatory curriculum. In the early 1970's approximately 70% of Idaho's high school graduates entered college, but less than 25% of these completed a four-year degree-granting program. Most of those who did not start college and many who did start but did not complete college educations, sought employment in the basic industries and supportive services. The Bingham County Schools were not untypical of others in the state regarding students who planned for and entered college studies. Neither were students unlike others throughout the state, most did not complete a four-year program. Without the saleable skills to qualify them for any other than unskilled or semi-skilled jobs, these students sought employment primarily in agriculture and its related occupations construction, manufacturing, processing and services.

In as much as the schools have been charged by the State Board of Education and the State Board for Vocational Education with the responsibility of preparing students to live, learn, and make a living, it was apparent that a broad gap exists between this objective and reality. This was not, of course, a problem particuliar to Bingham County or to Idaho. It was rather, a sympton of a crisis which exists in education throughout the nation.

The problem became one of redirecting the goals and objectives of the educational processes to better meet the needs of all of the students. As stated in the Proposal, "very little is being offered in Idaho school to make students aware of careers available in today's world of work." Students were not aware of the type of training necessary for various occupations, nor did they have sufficient information about themselves with which to make reasoned decisions regarding career selection. The problems with which Bingham County schools had to deal was most effectively summarized in this statement by Robert Worthington of the Bureau of Adult, Vocational, and Technical Education U.S. Office of Education:

1. There is growing discontent with the failure of school experiences to be relevant and useful to the lives which students must live when they graduate.

2. There is increasing segregation between students and the world of work because they feel unneeded by our technological society.

3. Approximately one-third of all students go through high school via a "general education curriculum" which leaves its graduates with neither trained or marketable skill nor qualified to pursue higher education.

4. There is an undesirable and counter-productive separation of vocational education, general education, and academic curricula in our high schools. As a result those in the vocational curriculum are often seen as low status technicians while those in the academic curriculum emerge having little contact with, or preparation for, the world of work.

5. The sidespread emphasis on a college degree relegates vocational education to second class status even though most students who begin college do not complete it and the number who do complete college are increasing out of proportion to the occupational opportunities in our society.

6. Our present system is an inflexible one which often fails to provide individuals with the option of changing direction during school or obtaining new training and shifting occupations later in life.

7. Most students have little or no formal contact with, or preparation for, the world of work during their elementary or secondary schooling.

8. Most 1970-71 more than 2.5 million young people left our schools and colleges without having received adequate career preparation at a total cost to the taxpayer of some 28 million dollars.

9. The personal losses suffered by the millions of dropouts, stopouts, and pushouts, on which we spent billions of dollars in past years, are immeasurable.

10. By 1980, 15 million more people, mostly young, will have to accomodated in the work force than in 1970, and these people must have adequate preparation for these jobs.

Prior to the implementation of project activities students were offered very little in their school curriculum to make them aware of the careers available or the types of training necessary in various occupations. Students participated in few programs in which favorable attitudes about the personal, social and economic importance of work were emphasized. Students received little assistance in developing and praticing appropriate career decision-making skills. The relatively small size of each of the five school districts in Bingham County prevent the implementation of wide-ranged vocational training programs due to cost factors involved for facilities and equipment compared to student enrollment.

Prior to the implementation of these exemplany program activities, vocational course offerings were primarily in the areas of Office Occupations, Home Economics and Agriculture Education. Adequate programs and training opportunities built around the realities of the labor market were not made available. No significant changes had been made in most academic or occupational training programs for several years. Programs which could make studnts aware of the working world and orint them to a variety of career options were not available. Job placement services were not provided.

School counselors spent much of their time guiding students toward academic areas in past-secondary education. Many of them had little background in vocational education of guidance and little recent job experience outside the field of education. In order to broaden occupational aspirations and opportunities for youth, there must be a new emphasis placed by the counseling and guidance programs in the junior and senior high schools. Counselors must be able to function within a vocational counselor role and possess the skills and techniques necessary to provide better placement in vocational programs, to provide adequate career information to all students and to assist them in making wise career selections. "career" counselors must be well enough acquainted with the total world of work to enable students to initiate vocational training at the secondary level and to make students aware of past-secondary programs provided by business, vocational and technical schools, and manpower programs.

To truly bridge the gap between school and preparing students to earn a living, special consideration needed to be placed on students with academic, socio-economic and other handicaps. Bingham County has nearly 2,182 disadvantaged persons. The problems of rural poverty, minority groups, and bilingual cultures are all found in Southeastern, Idaho. There is less opportunity for employment in agriculturally related occupations which is the dominant background of most students. In addition students handicapped by learning disabilities and retardation have long been ignored disabilities and retardation have long been ignored in relation to the assessment of their needs and to placement in pre-vocational and skill training programs. A basic component of this exemplary demonstration project was to work in cooperation with the Bingham County Program for Exceptional Children in improving the programs and opportunities provided for the handicapped.

Prior to the initiation of the project proposal, school administrations, teachers and community leaders were beginning to recognize that changes had to be made in the traditional educational processes and programs in order to provide a more comprehensive approach toward meeting the needs of all students. A program model needed to be established within the existing curriculum structure that would provide occupational awareness, exploration and preparation opportunities throughout all grade levels. Intensive efforts needed to be made within this model to reach young people through both individual and group guidance activities. It was the intent of this effort to have administrators, teachers and counselors assume a synamic role in implementing a "career" approach to education. The effect hopefully, would be not teaching different things, but teaching differently. It was also recognized that in order to promote this change, a strong in-service training program for all staff would be needed.

It was also recognized that the model needed to be developed with all students and all grade levels in mind. Students in the Primary grades (K-3) would need to develop an awareness of the personnal and social significance of work and to develop a positive self concept and attitude toward work. In grade 4-6 students would need continued awareness activites which would emphasize the nature of occupations, the relationships of interests and aptitides in career selection and an opportunity to intennalize a values system involving the world of work.

At the Junior high level students would need an orientation to the world of work and opportunities explore a wide variety of occupational options. A strong guidance program needed to be developed in which students could be assisted in evaluating their interests, abilities, values and needs in relation to career and life roles. Field trips, hands-on experiences, and simulation activites might be utilized to a great advantage at this level. A "cluster" approach would be useful in relating classroom learning to occupational areas. Exploration could be continued in the nineth and tenth grades with students being given the opportunity for more in depth exploration and investigation opportunities Pre-vocational counsel work would be available for students at these grade levels. Career information and decision making skills would need to become an integral part of guidance and counceling programs available to students.

By the time students reached the eleventh and twelfth grades they should have access to a number of options within the school program:

1. Participation in vocational education programs to gain employable skills.
2. Preparation for attending post-secondary vocational, technical or business schools.
3. Preparation to attend colleges or universities with programs leading to bachelors degrees or graduate levels.
4. Participation in Cooperative work experience programs while attending high school on a part-day basis.
5. Opportunities for early graduation (seventh semester) and placement in employment or continued education or training.

Prior to the implementation of this exemplary program students in Bingham County schools had little access to curriculum which provided for the activities described above.

Educational leaders in the Bingham County area had been exposed to the concepts of Career Education prior to the submission of the Project Proposal. Primarily as a result of the successful implementation of career education activites and programs in other states and the demonstration of a successful multi-district approach to meeting the needs of students developed by the Canyon-Owyhee School Service Agency (seven districts) in Southwestern Idaho, the five school districts in Bingham County initiated research activities in the fall of 1972 to identify promising innovatice programs which might be incorporated into a comprehensive K-12 career education model for the districts. The following list identifies many of the concepts which were eventually incorporated into the project design and the sources of these innovations.

1. Dynamic Vocational Education Program with Developmental Career Education Concept for students in Grades K-14. (Source: Comprehensive Career Education Model) and (Idaho State Department of Vocational Education Guidelines for Model Career Education Program)

2. Multi-District Approach To Ecemplary Vocational Education Program. (Canyon-Owyhee School Service Agency, Vallivue, Idaho)

3. Emphasis on Development of Positive Self-Concept in assisting students to develop Career Decision-Making Skills. (Source: Gysberg)

4. Determine Feasibility of Vocational Facility where students of several high schools are transported to centralized facility. Source: Boulder, Colorado Vocational School

5. Use of Community Personnel as Career Guidance Resource Aides Source: Los Angeles City School District Career Educational Project.

6. Development of Career Guidance Program emphasizing student self-awareness. Mesa Arizona Career Education Project

7. Use of Mobile Van to Model Office, and Career Guidance Resource Lab: Source: Utah State Department of Public Instruction: Mobile Office Occupation Program, Salt Lake City Utah

8. Use of Mini-Courses in Cluster Units for Students in Grades K-10. Source: (New-Adapted from USOE contract with Ohio State University.)

9. Graduation of Student determined on basis of performance. Source: Regional Occupational Center: Torrance, California

10. Job-exiting placement into
    A. Job
    B. Baccalauteate Program
    Source: U.S. Office of Education

11. Acceptance of High School Vocational Course Credit at Area Vocational Center Schools.
    Source: ISU Vocational-Technical School, Pocatello, Idaho

The list above is representative of the programs, activities and objectives which were incorporated in this exemplary program. In addition, the following resources were carefully examined for research and development activities which might be appropriate. T These are included here for the convenience of readers who may desire additional background information for program development.

1. Comprehensive Career Education Model

    A. U.S. Office of Education
    Washington D.C.

    B. Center for Vocational and Technical Education
    Ohio State University
    Columbus, Ohio

    C. Comprehensive Career Education Model
    Los Angeles City School District
    Los Angeles, California

    D. Comprehensive Career Education Model
    Mesa School District
    Mesa, Arizona

2. Career Development Theories of
    A. Ginzberg, Axelrad, and Herma
    B. Anne Roe
    C. Donald Super
    D. John Holland

3. Southern California Regional Occupation Center
Torrance, California

4. Canyon-Owyhee School Service Agency
Vallivue, Idaho

5. Career Education Program
Arizona State Department of Education
Pheonix, Arizona

6. Guidelines for A Comprehensive Educational Program For The State of Idaho: State Department of Vocational Education, and State Department of Education, September 20, 1972

7. Regional Occupation or Multi-District Concepts are in operation effectively in many areas of California. Bouler, Colorado

8. Mobile Office Occupation Program-Mobile Van Program
Utah State Department for Vocational Education
Salt Lake City, Utah

9. "Marland on Career Education." Reprinted from American Education, November 1971. (Available from U.S. Government Printing Office, Catalog No. HE 5.280:80075)

10. Herr, Edwin L. *Unifying an Entire System of Education Around a Career Development Theme*. March 1969. (ED-045-85/VT-008-896)

11. Career Education. 16-page U.S. Office of Education pamphlet outlining the concept, December 1971. (ED-059-396.

12. Reinhart, Bruce. School Based Comprehensive Career Education Model. January 1972. (ED-062-520)

13. *Abstracts of Exemplary Projects in Vocational Education.* Washington, D.D.: Division of Vocational and Technical Education, U.S. Office of Education: November 1971. (ED-060-189)

14. Oregon State University. *Bibliography of CORE (Careers Oriented Relevant Education): Related Projects and Materials*. 1970. (ED-057-254/VT-012-824)

15. *Ohio's Career Continuum Program; World of Work Program; Grades K-6; Curriculum Guide*. Columbus, Ohio: Division of Vocational Education, State Department of Education; 1972. (ED-062-565)

16. *Ohio's Career Continuum Program: Career Orientation Program; Grades 7-8 Curriculum Guide*. Columbus, Ohio: Division of Vocational Education, State Department of Education; 1972. (ED-064-515)

17. Bottims, Gene and George L. O'Kelley. "Vocational Education as a Developmental Process." *American Vocational Journal*, March 1971, Volume 46 Number 3, PP. 21-24.

18. Burkett, Lowell A. "AVA Formulates Position on Career Education." *American Vocational Journal*, January 1972, Volume 47, Number 1, pp. 9-14.

19. Kerlan, Julius H. and Charles W. Ryan. "New Interpretations of Guidance Role." *American Vocational Journal*, February 1972, Volume 47, Number 2, pp. 77-80.

20. American Vocational Association. :Career Education: A Realistic Appriasal of This Promising Concept; Examples of ongoing Programs." American Vocational Journal, March 1972, Volume 47, Number 3

21. McCaleb, Omer. Annual Interim Report from Exemplary Project in Career Education Sponsored Under Part D of the Vocational Education Amendments of 1968. Project No. 0-361-0055. Portland, Oregon: David Douglas Public Schools; July 1971 (ED-058-418)

22. Caldwell, H.L. Annual Interim Report from Exemplary Project in Career Education Sponsored Under Part D of the Vocational Education Amendments of 1968. Project No. 0-361-0168. Seattle, Washington: Seattle Public Schools; December 1971. (ED-061-421)

23. Peters, Paul N. The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education: K-14. Quarterly Report from Vocational Exemplary Project No. 0-361-0023. March 1971. (ED-060-223/VT-012-949)

24. Wyoming State Department of Education. Elementrart Public School Teacher Guide For Career and Attitude Development: Grade Kit K-6. (ED-0620563/VT-013-903)

25. ERIC Clearinghouse on Counseling and Personnel Services, "Orientation Approaches to Increase Student Awareness of Occupational Options." November 1969. (ED -033-255)

26. Weissman, Sheldon. Pre-Vocation Program. Pre-vocational program for junior high students, emphasizing a career development theme and work experience. September 1970. (ED-062-579/VT-012-163)

27. Utah State University. Proposal For a Mobile Assisted Career Exploration Unit. 1968. (ED-042-179)

28. Vestal, Theodore M. and others. An Analysis of Fifteen Occupational Clusters Identified By the U.S. Office of Education. June 1972. (Available from DORD, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.)

29. Perkins, Edward A. Clusters of Tasks Associated With Performance of Major Types of Office Work. January 1968. (ED-018-665 and ED-010-656)

30. Sjorgren, Douglas. *The Identification of Common Behavioral Factors as Bases For Pre-Entry Preparation of Workers for Gainful Employment.* Identification of clusters in metal-working occupations and agricultural occupations. September 1967. (ED-019-471)

31. *A Guide for Cooperative Vocational Education.* September 1969. (ED-037-564)

32. ERIC Clearinghouse on Vocational and Technical Education, "Work Experience for Broadening Occupational Offerings: A Selected Bibliography for Use in Program Development." November 1969. (ED-034-062)

33. Campbell R.E. and Louise Vetter. *Career Guidance: An Overview of Alternative Approaches.* Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University; August 1971. (ED-057-183)

34. ERIC Clearinghouse on Counseling and Personnel Services, "Matching Students and Careers: A Bibliography." June 1970. (ED-039-375)

35. O'Hara, R.P. *A Theoretical Foundation for the Use of Occupational Information in Guidance (ISVP).* December 1966. (ED-062-654)

36. Whitfield, Edwin A. and Richard Hoover. *Regional Center For Collection, Syntheses, and Dissemination of Career Information For Use By Schools of San Diego County (VIEW System.* June 1967. (ED-015 513)

37. Rittenhouse, Carl H. Paraprofessional Aides in Education. PREP Report No. 12. Washington, D.C.: National Center for Educational Communication, U.S. Office of Education; 1972. (ED-034-906

38. Little, J.D. *Review and Synthesis of Research on the Placement and Follow-Up of Vocational Education Students.* Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University; February 1970. (ED-037-543)

B. GOALS AND OBJECTIVES

In order to redirect the movement of the educational processes and programs in Bingham County schools toward solution of the problems defined above the following general goals were established:

> To help students become aware of their personal interests, abilities and attitudes, and to develop a positive feeling about themselves.
>
> To help students become aware of the various career opportunities available to them, and to develop meaningful, positive attitudes toward work.
>
> To have students make rational career decisions based on understanding of self and knowledge of occupations and life styles.
>
> To help students develop a career plan and to help them carry out that plan by providing appropriate career educational and preparational opportunities.
>
> To assure that every student, at the time of exiting school, will receive assistance in being placed according to his/her career plan in a job, vocational training program, baccalaureate program or other viable alternatives.

These five goals lead naturally to the following major project objectives. (Objectives I,II III, and IV appear as ammended to the original proposal).

> Objective I. Sixty percent (60%) of students in grades K-3 will have become aware of self and others, and aware of the world of work. This will include having esteem for self and others, and being able to distinguish between careers in the "Goods and Services" clusters.
>
> Objective II. Sixty percent (60%) of students in grades 4-6 will have developed self awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes and work values.
>
> Objective III. Sixtu percent (60%) of junior high school students will explore careers, explore self, make some tentative decisions about self and careers, and participate in further exploration of careers or career clusters.
>
> Objective IV. Sixty percent (60%) of senior high school students will explore careers, declare their career intention, develop a tentative plan for achieving the career, and participate in further career exploration or enroll in a vocational program.

C. PROCEDURES FOLLOWED

In seeking to meet the objectives outlined above, the five school districts in Bingham County agreed that a mult-district combination of resources would be the most economical and efficient approach to problem solving. A governing body consisting of the Superintendent and one designated Trustee from the Aberdeen, Blackfoot, Firth, Shelley and Snake River School Districts took responsibility for administration of the Project. The Project Director and other Project personnel were responsible to this body, designated the Bingham County Board of Cooperative Services. Each Superintendent gave direction to the Project implementation within his district under the general policy established by the Board, and as such, maintained all records and reports required for fiscal operation of the Project as stipulated by State Department and U.S. Office of Education policies.

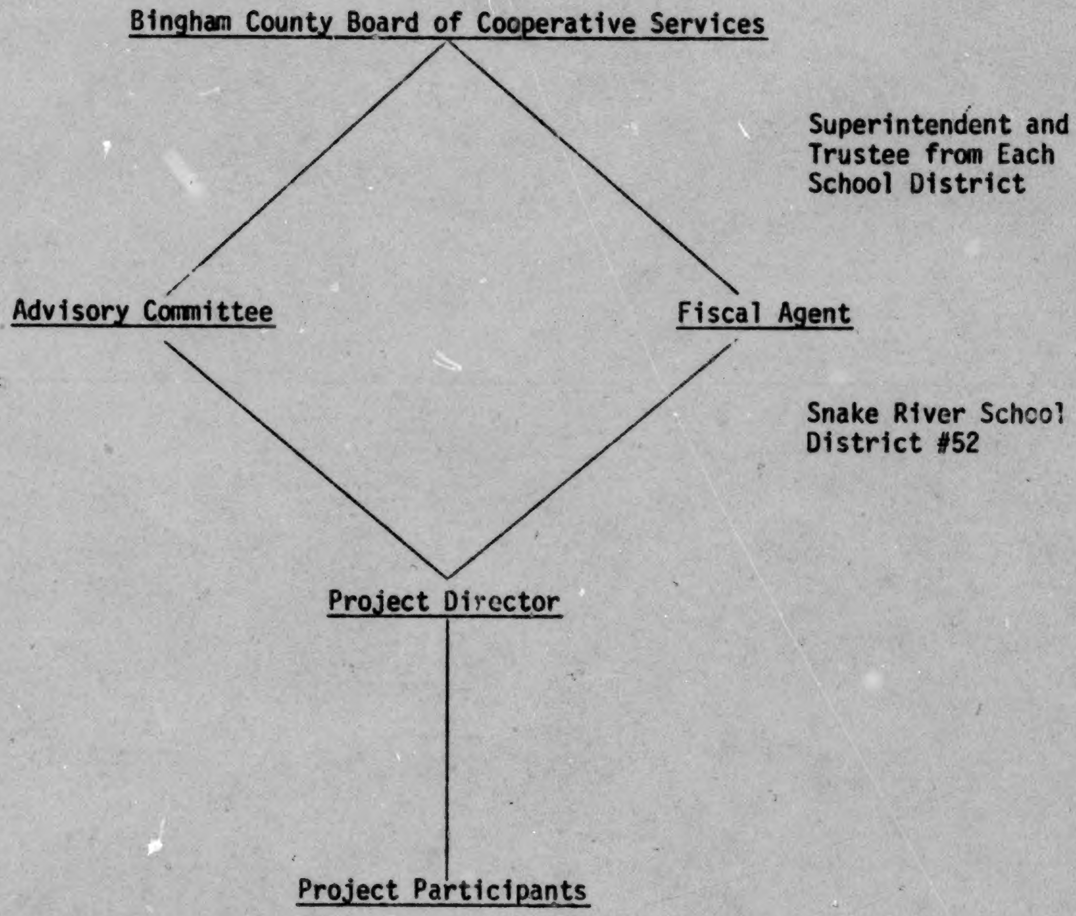
In addition, as described by the following chart (Figure I), a representative Advisory Committee was formed to assist the Board in maintaining contact with the communities which comprise the five districts. The Bingham County Advisory Committee for Career Education consisted of two members from each of the five districts and met with the project Director and Board on a scheduled basis to provide input from a variety of community and sources regarding the patrons' perceptions and desires as these effected the Career Education program activities and implementation.

The staff employed under the Project were:

> Project Director, responsible to the Board of Cooperative Services, having experience in Vocational Education and industry with additional experience in guidance and as an educational leader.
>
> Career Guidance Coordinator, responsible to the Director, having experience in guidance at both elementary and secondary levels, and an understanding of the world of work and the processes of career development.
>
> Model Office Teacher, responsible to the Director, having experience in office occupations, supervision, and management and teaching experience in Office Occupations Education.
>
> PACE Center Aide, responsible to the Director, having work experience outside education as a teacher aide or one year of training beyond the secondary level.
>
> Project secretary, responsible to the Director and possessing experience necessary to the nature of the job's responsibilities.

FIGURE I

ADMINISTRATIVE ORGANIZATION


Bingham County Board of Cooperative Services
Superintendent and Trustee from Each School District
Advisory Committee
Fiscal Agent
Snake River School District #52
Project Director
Project Participants

Complete job descriptions for each of the project staff can be found in the Appendix, Exhibit A.

The above description of the Project administration and staffing responsibilities is indicative of the multi-district operational procedure enabled the development of an efficient and effective approach to meet the objective. Because of the expanded local recources available through cooperative efforts, the Project was able to work closely with other multi-district programs such as Adult Basic Education Special Education, Migrant Education and Vocational Rehabilitation. Resource person from the Bingham County office of the Idaho Department of Employment also assisted in achieving project objectives. In addition to their direct help a DOE staff member served on the general advisory committee for the project and also with several occupational advisory committees established for vocational program development.

Figure II (preceeding) identifies the student popilation within each of the participating school districts. The Project Proposal directed that 20% of their population be reached during the first operational year and an additional 20% each subsequent year.

In order to meet the needs of this student population as related to the Project goals and objectives, the Career Education program necessarily contained many integral compnets representing a scope and sequence of action. Briefly these were as follows:

1. An intensive and extensive in-service training program for teachers, counselors, and school administrators designed to acquiant participants with the general philosophy, goals and objectives of career education and to allow participants to plan and develop units and activites for incorporation into their regular curriculum subject areas.

2. Utilization of teacher-developed curriculum units and le learning activities integrated at all grade levels, K-12, within traditional subject matter and designed to show students the career implications of that subject matter as validated in the world of work.

3. Establishment of a developmental career guidance program at all grade levels designed to assist students in establishing a positive self-concept; evaluating interests, aptitudes, abilities and goals related to career decision-making; and assuring proper placement for all existing students.

FIGURE II

SCHOOL DISTRICT ENROLLMENT

SCHOOL OR DISTRICT	Grades 1-6	Grades 7-8	Grades 9-12	Total
Aberdeen School District #58	458	172	326	956
Blackfoot School District #55	2,041	690	1,251	3,982
Firth School District #59	465	154	314	933
Shelley School District #60	848	303	608	1,759
Snake River School District #52	931	281	552	1,764
Total Public Schools	4,743	1,600	3,051	9,394
St. Margaret's School	80			80
TOTAL	4,823	1,600	3,051	9,474

4. Utilization of two mobiles "resource" laboratories to provide students with intensive short-term career-related experiences. These units provided two experiences designed mostly for use at the secondary school level:

    a. A model office-simulation experience orgainized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they may eventually seek work.

    b. A Career Exploration and Information Center equipped for use by students individually or in small groups. Two programs are housed within this unit - a Work Samples Laboratory, offering hands-on activites of simulated work tasks to assist students in becoming acquainted with skills required for jobs and a Career Information Center containing the most recent career information available in a variety of media formats.

5. Expansion of vocational training courses to more realistically reflect the needs of our society and economy and to provide saleable skills for exiting students. Within the five districts there are vocational training programs in Industrial Mechanics, Office Occupations, Home Economics, Agriculture, and Multi-Occupations Education.

6. Cooperative efforts involving Career Education programs and special services under the direction of the Bingham County Program for Exceptional Children to assure proper assessment techniques, and to provide pre-vocational and vocational skill training for learning-disabled and handicapped students.

The total program was designated as an effort which would bring about change in the curriculum emphasis in each of the five participating school districts and the one parochial school by making all instruction more relevant to the world in which students live. Because most students will spend 40 to 50 years in the world of work if is important that the school curriculum be related to individual needs in order that one may more effectively function productively in a society was is rapidly changing. The academic program was not neglected because of a career education approach, but became more meaningful because students could better see the need for the instruction they recieved. Each of the six major program componets outlined above is described in detail as are the activities for each of the seven Project Objectives.

Major responsibility for achievement of the program objective was given to the regular classroom teachers who achieved the objectives largely through integrating career education concepts and activities with the every day instructional program. The procedures used in the project and expected products resulting from the procedures are as listed below.

The staff of the Career Education Project, and teachers, counselors and administrators in the schools used the procedures described . here in:

Grades K-3 Procedures - Products (Obj. I)

A. Career Awareness Workshop

Each summer teachers, counselors and administrators, attended a one-four weeks career workshop. They developed career instructional units and activities a plan for integrating career education into the curriculum, a school career education plan which consisted of:

(1) Program outcomes applicable to students in the school.

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to this section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

During the workshop the school administrator and the building career coordinator, with assistance of teachers, may develop a mini-grant proposal to assist in the achievement of the above stated objective and the procedure-products. At the close of the workshop, grades K-3 teachers will demonstrate a positive attitude toward career education concepts.

B. Inservice

During the school year each school provided from three to seven career education inservice sessions for teachers counselors and administrators.

C. Presentation of Self Awareness and Career Awareness Activities or Units

Students in grades K-3 will have participated in the following during the school year:

(1) at least three self-awareness, self-esteem activities in the classroom;

(2) at least six (6) career awareness activities that provide students with information about the world of work and careers in the "Goods and Services" areas;

(3) at least two (2) classroom career awareness activities where persons from the home, or community (business, industry, or government) have presented career information, and

(4) at least one (1) career field trip to observe workers in occupations.

D. Career Awareness Post-testing

Self and career awareness tests will be administered to randomly selected third grade experimental (three years of career awareness) and control students to determine differences that exist. Experimental students will have significantly higher career awareness scores.

Grades 4-6 Procedures - Products (Obj. II)

A. Career Awareness Workshop

Each summer teachers counselors, and administrators attended a one-four weeks career workshop. They developed career instructional units and activities, a plan for integrating career education into the curriculum, a school career Education plan which consisted of:

(1) Program outcomes applicable to students in the school.

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to this section will be the career instructional plans that the teachers who previously attended a summer career education workshop.

During the workshop the school administrator and the building career coordinator, with assistance of teachers, may develop a mini-grant proposal to assist in the achievement of the above stated objective and the procedure-products.

At the close of the workshop, grade 4-6 teachers will demonstrate a positive attitude toward career education concepts.

B. Inservice

During the school year each school provided from three to seven career education inservice session for teachers counselors and administrators.

C. Presentation of Self Awareness and Career Awareness Activities or Units.

Students in grades 4-6 will have participated in the following during the school year.

(1) at least three (3) self awareness-self esteem activities in the classroom. This would include among other activities, activities that would assist students in identifying their interests and aptitudes, and in developing and clarifying their work values.

(2) at least six (6) career awareness activities that would provide students with information about the world of work. Where appropriate, the information would be structured in the "DATA-People Things Clusters" or the "15 USOE Clusters".

(3) at least two (2) classroom career awareness activities where persons from the home, or community (business industry, government) have presented career information; and

(4) at least one (1) career field trip to observe workers in their occupations.

D. Career Awareness Post-Testing

Self and career awareness tests will be administered to randomly selected sixth grade experimental (three years of career awareness) and control students to determine differences that exist. Experimental students will have significantly higher career awareness scores.

Junior High Procedures - Products (Obj. III)

A. Career Exploration Workshop

Each summer teachers, counselors, and administrators, attended a one-four weeks career workshop. They developed career instructional units and activities a plan for integrating career education into the curriculum, a school career education plan which consisted of:

(1) program outcomes applicable to students in the school.

(2) A scope and sequence of career activities, experience or information for meeting the program outcomes. Attached to their section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

The school plan will provide for student participation in each of the following:

a. self-awareness activities designed to assist students in self assessment,

b. in-depth exploration of a self-selected career or career cluster,

c. hands-on exploration experience,

d. involvement with community (business-industry-government or labor) in learning about various careers,

e. career exploration information and activities provided by the teacher in the classroom setting.

School guidance personnel will assist teachers in the development of the activities for self-assessment and selection of a career or career cluster for in-depth exploration.

During the workshop the school administrator and the building career coordinator with assistance of teachers may develop a mini-grant proposal to assist in the achievement of the above stated objective and the procedure-products.

At the close of the workshop junior high teachers will demonstrate a positive attitude toward career education concepts.

B. Inservice

During the school year school provided from three to seven career education inservice session for teachers counselors and administrators.

C. Presentation of Self Awareness and Career Exploration Activities and Units

Junior high students will have participated in the following during the school year:

(1) at least three (3) self-awareness activites designed for self-assessment, and in decision-making for ninth grade students.

(2) at least one (1) in-depth exploration of a self-selected career or career clusters.

(3) at least three (3) hands-on career exploration experiences.

(4) at least two (2) activities involving the community (business, industry, government or labor). This could be through people in the world of work coming to the classroom or students going on a field trip.

(5) at least three (3) classroom career information-exploration activities or units related to classroom subject areas.

Grade nine students will have made a tentative career choice and explored that career through personal discussion with a person in that career or career cluster.

D. Career Education Post-Testing

Career exploration and development tests will be administered to randomly selected ninth grade experimental students (three years of career exploration) and control students to determine differences that exist. Experimental students will have significantly higher scores.

Senior High School Procedures - Products (Obj. IV)

A. Career Exploration - Preparation Workshop

Each summer teachers, counselors, and administrators attended a one-four weeks career workshop. They developed career instructional units and activities, a plan for integrating career education into the curriculum, a school career Education plan which consisted of:

(1) program outcomes applicable to students in the school.

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to this section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

The school plan will provide for students participation in:

(1) teacher provided career information and activities designed for career exploration,

(2) value clarification and/or a self awareness experience

(3) hands-on career exploration experiences

(4) research of printed and audio-visual materials related to students intended career or career cluster,

(5) one-to-one student-worker interviews and job observations,

(6) decision-making for selecting a career goal,

(7) developing a career plan for achieving the career goal

(8) some affirmative action for carrying out the career plan,

School guidance personnel and career project personnel will assist teachers in providing students these activities and experiences.

During the workshop the school administrator and the building career coordinator with assitance of teachers may develop a mini-grant proposal to assist in the achievement of the above state objective, and the procedure-products.

At the close of the workshop senior high school teachers will demonstrate a positive attitude toward career education concepts.

B. Inservice

During the school year each school provided from three to seven career education inservice sessions for teachers counselors and administrators.

C. Presentation of Career Exploration Activities

(1) Grade Ten students will have participated in the following during the school year:

  (a) completing and analyzing an interest inventory.
  (b) complete at least three (3) hours of individual career exploration activities (PACE Center),
  (c) at least three(3) teacher presented career exploration units or activities,
  (d) making a tentative or realistic career decision and declared a career goal,
  (e) writing a career plan for achieving the career goal.

(2) Grade eleven students will have participated in the following during the school year:

    - (a) at least three(3) teachers presented career exploration or presentation units or activities,
    - (b) taken some action for achieving the career goal,
- (3) Grade twelve students will have participated in the following during the school year:
    - (a) at least three (3) teacher presented career exploration or presentation units or activities,
    - (b) preparing a personal resume,
    - (c) (See Objective V, pages 39-45 of project proposal for additional procedures-products).
- (4) All high school students will have participated in at least three (3) of the following during the year:
    - (a) "Hands-on" career exploration
    - (b) Career planning with the counselor
    - (c) Decision-making and career planning with parents
    - (d) Career field trips to observe and talk to workers in their work setting.
    - (e) classroom activity with community (business, industry, government, labor, professional) people discussing their career and occupational information (at least two).
    - (f) career mini-course or pre-vocational course
    - (g) work experience, work release, on-the-job training or cooperative work program.
    - (h) aptitude testing
    - (i) meeting with post secondary, college, or apprentice personnel to gain information or career planning or replanning
    - (j) one-to-one student-worker interview
    - (k) career guidance activity designed for work value clarification, self assessment or other appropriate experience.
    - (l) completed again, one or more of the activities listed above for grade ten (#1) or eleven (#2).
    - (m) enroll in a vocational program:

D. Career Exploration Post-Testing

Career exploration and development tests will be administered to randomly selected grade twelve experimental (three yeats of career exploration) and control students to determine differences that exist. Experimental students will have significantly higher scores.

Vocational Education Procedures - Product (Grades 11-12) (Obj. V)

A. Study to Determine Feasibility of High School Occupational Center

a. By April 29, 1974 a study will have been conducted to determine the feasibility of building, renting, or leasing a central occupational facility which would accommodate students from Aberdeen High School, Blackfoot High School, Firth High School, Shelley High School, and Snake River High School on a part-time basis. To achieve this the following procedures will be followed.

(1) By April 25, 1973 all five school districts of Bingham County will have appointed members to serve as a Steering Committee to conduct the feasibility study.

(2) By May 27, 1973 committees and subcommittees will have been assigned to participate in the study.

(3) By September 30, 1973 all Administrators and Supervisors of the State Department of Vocational Education will have participated in an evaluation of the Vocational Programs presently operative and will determine what additional vocational programs they would recommend.

(4) By December 15, 1973 all assigned committees, including student, patron, labor and industry will make a report to the Steering Committee.

(5) Be February 15, 1974 a meeting with all Superintendents and Trustees, and State Vocational Education personnel will be held to study the results and make final determination as to the feasibility of an occupational center.

B. Student Options For Vocational Programs

By April 30, 1974 all high school students will have the following options:

(1) Participation in a Vocational Education Program to gain an employable skill

(2) Prepare to attend a post-High School Vocational-Technical School

(3) Preparation to attend a University leading to a Baccaluareate Degree

(4) Attend High School Part time and participate in a Cooperative Program on a Part-Day Basis

(5) Graduate at the end of the first semester of the senior y year and be placed in emplyment for the second semester of the senior year.

C. Use of Mobile Vans For Additional Vocational Offerings

a. Two Mobile Vans will be purchased and made operable. These mobile vans will be the size and demension that they can serve as a mobile classroom and will have the ability to be transported from school to school. For the year 1973-74 these vans will serve the five high schools in the county. For the first year of operation these vans will provide for further instruction and equipment in the areas of:
   1. A Model Office Program
   2. Career Guidnace Resource Lab

b. After the first year of operation, an evaluation of the Mobile Van program will determine what other Vocational Programs should be taught in the vans or if the same programs should be continued.

D. Leasing of Facilities For Vocational Programs

a. By November 15, 1974 members of the Executive Board and Project Director will have reviewed the recommendations of the State Vocational Education personnel and the recommendations of an external evaluation team relatice to the need for more vocational education offerings. Those programs having highest priority will be given first consideration. As many Vocational Education Courses as possible will be implemented.

b. By January 15, 1974 pending the recommendations listed in the above paragraph, the Project Director will determine the availability of leasing facilities to accommodate additional vocational programs. Students from each participating high school will have equal opportunity to participate in the vocational programs.

c. Whenever additional Vocational Education Programs are implemented, the standards established by the Idaho State Department of Vocational Education Reimbursement and Certification.

E, Retraining of Counselors To Assist Students To Develop Career-Decision Skills

a. By August 25, 1973 All Junior High and Senior High Counselors in the five participating destricts of Bingham County will have participated in a four week workshop. The objective of this workshop will be to retrain counselors to assist students to develop skills in making wise career decisions.

b. At the completion of the workshop each counselor should be aware of the Development Approach to Career Guidance and should possess the competency to assist students realistic career decisions.

F. Coordination of Programs With Manpower Agencies and With Trade Technical Schools

a. By March 15, 1974 a memoradum of understanding will have been developed with the Vocational-Technical School located at Idaho State University, and the Eastern Idaho vocational S School located in Idaho Falls. The memorandum of understanding will list all of the vocational education offerings in the five participating districts and will list the performance skills high school students, will acquire which will be part of the Vocational-Technical performance skill required for graduation. (See appendix)

b. By March 15, 1974 all activities of the project will be coordinated with all Manpower Agencies. Members of the State Employment Agency, the employing agent for the local manpower programs, will serve as members of a committee designed to coordinate all activities between the public schools and manpower agencies, and to provide the schools with information regarding manpower programs.

G. Review of High School Diplomas

a. By the end of the first operational year, an in-depth study of the types of graduation diplomas presented to graduates will have been conducted. A study committee will be organized to develop a graduate certificate presented to students on the basis of performance skill acquired. Students will be eligible to receive a certificate of performance whenever they have attained a specified level of performance.

H. Emphasis Of Cooperative Programs

a. This proposed project has the goal of making education as relevant as possible. Every attempt will be made to expand the existing cooperative program (Office Occupations, Multi-Occupations Agri-Business, etc.) to assure as many students as possible of gaining directed work experience. By the end of the first operational year a co-related program of cooperative services on a multi-district basis will have been developed.

b. All adult education programs shall be coordinated with this project. Educational Facilities shall be made available for adult education programs. Part F funds for disadvantaged programs will be utilized.

Handicapped Students - Procedures (Obj. VI

The services of this project and the Bingham County Multi-District Project for Handicapped Children will be coordinated. Special emphasis will be placed on handicapped students receiving pre-vocational Education in order to assess abilities and place students where they will obtain adequate training and experience to be considered employable.

The Vocational Rehabiliation Counselor and the Director of the Multi-District Project for Handicapped children shall serve as committee members of the Advisory Committee for Handicapped children.

When the students handicap is of such a nature that he/she is unable to profit from on the job training experience in a work experience situation they will have opportunity to gain work experience in a sheltered workshop experience.

Placement-Procedures (Obj. VII)

a. A career placement file will be developed for all high school students (10-12). The career placement file will contain at least the following information:

   a. Tentative career objective of the student
   b. Summary record of career experiences
   c. Record of career counseling sessions, and
   d. Information or placement of student

b. A job placement center will be maintained in each high school for all students. The center in cooperation with community agencies will provide employment services for students needing and desiring employment.

c. Students will be provided adequate information and career guidance regarding further education in either a post-secondary occupational training program or degree- granting program.

d. A Career Placement Committee consisting of the Project Director and/or Career Guidance Coordinator high school counselor, principal, Department of Employment personnel and other assigned members will review the placement of exiting student by May 15 to insure achievement of the objective.

e. A follow-up study of all exiting students will be conducted each year.

D. RESULTS & ACCOMPLISHMENTS

OBJECTIVE I:

Sixty percent of students in grades K-3 will have become aware of self and others and aware of the world of work. This will include having esteem for self and others and being able to distinguish between careers in the goods and service clusters.

About 90% of the students grades K-3 were involved in activities for developing awareness of self and others, and an awareness of the world of work. The student growth in self-concept was not statistically significantly, but each year students did show growth. Teachers reported positive change through their use of the DUSO I and DUSO II Kits.

Students were provided a variety of career awareness experience including increased career field trips, and resource speakers from the community. This resulted in positive gains in knowledge concerning the world of work though gains were not statistically significant. Students were able to distinguish at a high level careers related to "goods produced" and careers related to "service".

Objective I was significantly achieved as applies to numbers of students involved in self and career awareness. (See Third Party Evaluation in section V pages 12-20).

OBJECTIVE II:

Sixty percent of students in grades 4-6 will have developed self awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes, and work values.

Approximatly 85% of students grades 4-6 participated in career awareness activities which included teacher presented activities, field trip, talking with community resource people about their work, and self awarness activities including DUSO II at TAC Kits.

The students made positive gains in self concept. They also made gains in their knowledge of the world of work, though these gains were not significantly different compared to control students. The students could not only distinguish and describe interests, aptitudes, and values, but could demonstrate an understanding of the difference between interest and aptitudes, and showed they had developed positive work values. (See third party evaulation report pages 21-27 for details).

OBJECTIVE III:

Sixty percent (60%) of junior high school students will explore careers, explore self, make some tentative decisions about self and careers, and participate in further exploration of careers or career clusters.

Students in the junior high, according to pre and past testing with the Assessment of Career Development, made significant gains in their ability to make realistic career decisions. The assumption is therefore made that they did explore careers and self in order to make signficant gains.

More than 60% percent of the students were involved in making tentative career decision during the first two years. During the third year one large junior high group, due to staff changes, did not achieve this objective.

When viewed over a three year period the objective was achieved. (See third party evaluation in section V pages 28-37).

OBJECTIVE IV:

Sixty percent (60%) of senior high school students will explore careers, declare their career intention, develop a tentative plan for achieving the career, and participate in further career exploration or enroll in a vocational program.

The results of evaluation indicate a strong achievement of this objective. There is no doubt that students at the high school level did increase active involvement in the career decision-making process; ability to identify, locate, and use sources of information to solve career decision-making problems; and become aware of steps to be taken and factors to be considered in career planning. All empirical indicators point to this conclusion. (See third party evaluation report in section V pages 38=51 and Summary Report in appendix pages 10-15).

OBJECTIVE V:

There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for career preparation.

A. Feasibility Study

During the first year a team of educatar and lay citizen completed a feasibility study for establishing a county-wide vocational program. The study indicated that a central vocational facility was a feasible approach to expanding vocational education opportunities for students.

B. Student Options

By April 30, 1974 all high school had altered their instructional program so as to provide student the following five options.

(1) Participation in a Vocational Education Program to gain an employable skill

(2) Prepare to attend a post-High School Vocational-Technical School

(3) Preparation to attend a University leading to a Baccalaureate Degree

(4) Attend High School Part time and participate in a Cooperative Program on a Part-Day Basis

(5) Graduate at the end of the first semester of the senior year and be placed in employment for the second semester of the senior year.

C. Mobile Van

The project purchases two mobile vans to provide additional career information to ninth and tenth grade students and to operate an advanced program in office occupations for 11th or 12th graders.

The first van was a career guidance resource lab called PACE (Programmed Activities for Career Exploration). The center served this function for the first two years. During the third year, the van was remodeled and a work sampler (hands on experience in six different career areas) program installed. All tenth grade students from five school districts received services of the lab for the first two years and all (861) ninth graders participated in the work sampler program the third year.

The second van was called B.O.P. Inc. which was an office occupations simulation program. The Center operated as a Mortgage and Loan Company with seven positions available. Enrollment the first year started a zero and ranged to 89 the second year there were 160, and the third 97. The third year one school did not participate in B.O.P. Inc. because of internal problems.

Surveys from students indicated the services of the vans were very worthwhile in career exploration activities. The operation of the mobile units will be funded by the five school districts next year. The B.).P. program received especially high praise for its contribution to student opportunities for advanced reality oriented office occupations experiences.

D. Leasing of Facilities

During the first year one building was leased for an auto mechanics program for students from Shelley and Firth. During the second year another building was leased for Blackfoot and Snake River students. This building houses an Industrial Mechanics Program for grades 11-12, and also a General Mechanics Program for handicapped students. There are two instructors for these two programs.

The three programs will continue on the same basis and in the same leased facility for next year. A proposal to raise funds via increased property taxes in the three school districts to expand program and construct facilities was defeated in an election May 18, 1976.

E. Retraining of Counselors

Considerable time and money was expended in the retraining of counselors so they would be more effective in developing career related programs and activities. It is the opinion of the Project Director that there was less change in some areas of counselor behavior than hoped for. However, it appears that students were helped in their ability to make realistic career decisions.

F. Coordination with Other Agencies

The Career Education program staff increased the cooperation and coordination of activities with those of other public agencies within the Bingham County area over the three year period. There were at least nine agencies involved of which the Idaho Department of Employment and the Bingham County Program for Exceptional Children had the greatest amount of coordination. Other agencies with lesser coordination were: Community Education/Adult Basic Education, Migrant Education, Cooperative Work Programs, Multi-Occupations, Eastern Idaho Vocational-Technical School, Idaho State Vocation-Technical School, and Manpower Development. Agreements were reached with the two vocational-technical school that students completing the Bingham County Vocational Program could receive credit for acquired compentencies.

G. Performance Certificate

All high schools in the county agreed with the concept of a performance certificate and three types were developed. However, at this time no school has issued a performance certificate to a student. Thus far, this portion of Objective V has not been realized. (An analysis of the impact the program had relative to Objective V is found in the third party report pages 51-56).

OBJECTIVE VI:

There will be an increase of at least 15% of all handicapped students who will be placed in an employment position by the time they are twenty-one years of age.

Objective VI proposed to increase employment of the exiting handicapped student by 15% in actual employment or in sheltered workshops.

This phase of the project was operated by the staff of the Bingham County Program for Exceptional Children. The Career Education Program and that for Exceptional Children were administered by a common Board called the Bingham County Board for Cooperative Services.

The administrators and staff of the two agencies cooperated in program direction; however, the program for exceptional children was in existence prior to that of career education and activities were essentially conducted and funded by other than the Career Education Project. (See third party evaulation report, in section V pages 57-59).

OBJECTIVE VII:

100% of all exiting students will be placed in one of the following:

1. employment, including
    a. military service
    b. homemaking
    c. volunteer service or mission
2. post-secondary occupational training program
3. Degree seeking program

During the first year the objective was not achieved to a high degree. However, the 2nd and 3rd years the placement was 96.5% and 94.7% respectively.

Other sub-objectives were listed to assist in achieving the overall objective of 100% placement. The following is a brief discussion on the degree of success in these areas.

1. Career placement files were started the first year and were found to exist in all five high scholls during the last year. The quality and use varied from school to school.

2. Job placement centers and each high school were called for by the project proposal. None of the schools have job placement centers per se nor was this intended accor-ing to the project director. Rather, they were functioning as "referral

placement centers." The school counselors cooperated with other agencies by referring students to these agencies for counseling adn/or placement. Also, local businesses, including the farming enterprise, contacted the school counselor for assistance in locating students interested in a particular type of employment. The program was reasonably successful in the latter function but did not provide for a job placement center in the five high schools. All schools established career guidance for post secondary opportunities but few have "open information files."

Career Placement Committee has been organized by the project staff with representatives from the schools, State Employment Agency and others as required. The focus was to review the pl placement of exiting students. The Committee schieved only p partial success.

Finally, the follow-up study to determine post secondary placement of exiting students was not conducted the first year.

Studies were conducted relative to placement of exiting students of the previous years, 1974 and 1975. The findings fo for 1975 (study conducted in 1976) reveal 47.67% enrolled in college; 15.7% enrolled in vocational-technical programs; 23.7% employed and the remaining 9.5% students in homemaking, military, etc. 3.5% were undecided and/or not placed.

Table I shows the exiting plans of the 1976 graduates.

TABLE I

EXITING PLANS - CLASS OF 1976
Bingham County High Schools

	Total	Coll.[1]	V/T[2]	Work	Hm Mkg	Milt.	Miss.[3]	Und.[4] Unk.
Aberdeen	68	26	12	20	4	6		
Blackfoot	266	88	40	106	13	3		16
Firth	72	38	10	16	4	1	1	2
Shelley	113	49	24	18	3	2	3	14
SRHS	116	58	22	25	4	7		
Totals	635	259	108	185	38	19	4	32
% of Totals	100%	40.8	17.0	29.1	4.4	3.0	.6	5.1

1. Includes community colleges and 4 year institutions
2. Includes Vo-Tech, Business, Barber and Beauty Schools
3. Missionaries of the Church of Jesus Christ of Latter Day Saints
4. Includes those at time of survey who did not respond to any category above.

Table II shows a summary of exiting plans for 1974, 1975 and also 1976 graduates.

TABLE II

Summary of Exiting Plans 1974-76
Bingham County Schools

	Plans	College	Vo-Tech	Work	Unknown Undecided	Total
A.	Spring 1974	54.3%	15.6%	27.7%	2.4%	100%
B.	Spring 1975	47.6%	15.7%	33.2%	3.5%	100%
C.	Spring 1976	40.8%	17.0%	37.1%	5.1%	100%

Observations

1. There is a decline in the number of students who plan to enter both community and 4-year colleges.
2. There is little variation in the number of students who plan to enter post-secondary vocational-technical, business, or proprietary schools.
3. There is a continuing increase in the numbers of students who plan to go directly to work following high school.
4. There is a small but continuing increase in the number of students who are reported as "undecided" about their plans following high school.

(See additional information in the next section "Evaluation" pages 60=63).

Additional Accomplishments

Dissemination:

With respect to the curriculum units it is here that the largest concentration of efforts in dissemination activities has occured. All units developed during the summer workshops were duplicated and disseminated throughout the state of Idaho. Additional dissemination consisted, for the most part, in public relations activities carried on by the staff, and particulularly the Director. These included explanations of the Project goals and activities before P.T.A. and various community service organizations in the County, and groups of educators throughout Southern Idaho. Visitations, by the public and by interested educators, were encouraged although these were quite frequently confined to the most visable and visitable Project componet, the mobile units. Records indicate that more than 325 guests visited the Project during the three years.

Organization

In the late spring of 1976 a change was made where in the Director of Career Education was appointed Director of Cooperative Services for Bingham County. This will give strength to the continued efforts in career and vocational education. At the same time the Bingham County Board receive a State Grant for placement service in the county. Following is a Table showing the organization for the Bingham County Cooperative Services.

F. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It was concluded that the project was successful; that education is the schools in Bingham County has changed and that it will never be again as it was. Teachers are providing consederably more self-awareness,career awareness, career guidance, and career exploration than before the project began. Career preparation opportunities have been expanded and those that were in operation before the project started have been improved.

Generally teachers, counselors, and administrators have positive feelings toward career education and will keep it going. Career instructional units and activities have become a part of most teachers course of study. This insures career education has found a firm habitat.

Community attitude toward career education is generally positive though there remains those that see it as a threat to a "good academic program."

The key to the success of the project is the indepth workshops provided to administrators, counselors, and teachers. In the workshops they became converted to the career concept, then developed "their own" career program.

It was hoped that there would be a multi-district vocational center constructed so that students could be provided expaned vocation training opportunities. However, the mill levy was defeated and no decesion has been reached on the setting of another election. Other than this failure the project was successful in accomplishing the objective described in the project proposal-grant.

Recommendation

1. It is recommended that those who undertake the challenge of bringing change in a school setting begin by getting building level administrators involved. First educate these people so they see the need for change, then concert them to the concept, and then get them involved in being a change agent in the building.

   Concurrent with, or just following the redirection of the administrators initiate the same process with other appropriate school staff, and involve all in a well planned and total effort of educating and getting the community involved in the career movement.

OUTSTANDING CONTRIBUTIONS TO VOCATIONAL EDUCATION

In determining the outstanding contributions the project has made to the cause of vocational education it seems important that the following criteria be considered.

1. What makes it an outstanding componet:

2. Is the contribution transpartable and cost feasible?

3. Is the contrinbution immovature and exemplary or is it widely used by others?

In considering the most successful and outstanding componets of the project; several appear to be of significant contribution to vocational education. Among these are: (a) Workshop training of school district personel and inservice training. (b) mini- grants to school (c) career building plan and (d) mobile PACE Center and mobile B.O.P. Inc. In determining which of these meet each of the three criterica listed above, all seem to meet criterion one and two but only mobile PACE Center and Mobile B.O.P. Inc meet the criterion for innovatine and exemplary. Both PACE and B.O.P. were ideas that were developed locally and duplications of these are not highly visible.

PACE Center

The Programmed Activities for Career Exploration (PACE) Center is a major innovative componet of the Bingham County Developmental Career Education Project funded by the U.S. Office of Education under Part D of the Vocational Education Amendments of 1968. Its purpose is to provide occupational, educational, and career information to assist the individual in selecting a career field which is most compatible with the person's interest, aptitudes, abilities, and goals.

To meet this objective the PACE CENTER is housed in a 12' x 44' mobile unit supplied with the most recent career, occupational, and educational information. Maintaining a variety of media formats, including sound filmstrips, taped interviews, microfilm, books and pamphlets files, makes the Center usable by students with a wide range of academic capabilities. Modern audio-visual equipment, in separate learning stations, enables students to individualize exploration activities and utilize the materials to greatest advantage.

The PACE CENTER provides two programs to students. These are PACE I and PACE II.

PACE I is a "work Samples" program for 9th grade students where they explore various types of tasks similar to tasks performed by workers in Bingham County. Each 9th grade student spends one day in PACE and performs tasks at six differnet stations. Three of the stations deal with data and three deal with things. Students receive instructions via a filmstrip/cassette tape at each station. The instructions provide not only a description of jobs in the community similar to the tasks at the particular station, but also explain and show the students each step to follow in performing the work sample.

An aide assists students in performing the "work" and helps students generalize from their experience. The aide also assists students in seeing the relationship between what they are doing in PACE, the students aptitude, and their interests. Students are asked to make a decision regarding the kinds of tasks they can or cannot do well, and which they enjoy most and which they enjoy least.

PACE II is a career exploration program of research, decision-making and career planning. Student activities are designed to meet individual needs and goals. In order to provide for meeting the participants outcomes the program includes identification of interests, self-appraisal, career exploration, goal-setting and planning activities. The sophomore (grade 10) is the target grade for career exploration activities on a small group basis. While the mobile unit is at each high school, all sophomore students have the opportunity to participate in the activities. Groups are limited to twelve in order to allow all students access to the materials they desire to explore. Once all sophomore students in a school have been given the opportunity to utilize the CENTER, older students who are interested in a return visit are scheduled in again. A comprehensive description of the PACE II program is included in the Appendix Exhibit B.

B.O.P. INC.
Bingham County Office Program

BOP INC. is a mobile simulated mortage and loan office program serving students in the high school of Bingham County, Idaho. The program is housed in a 12' x 44' mobile office designed for simulation. The program is designed to assist students in learning how to work in a business office. Through actual office work experience students determine whether they want to work in an office environment. If they find they enjoy office work they will, through experience be able to determine the kinds of positions and tasks that are most compatable with their particular interests and skills. Some may find they do not enjoy working in an office environment, which is also important.

The simulated program is designed for students who have developed some office skills. In Idaho these are students who are enrolled in vocational office occupation courses. A modified program of exploratory nature is designed for other business education students.

The BOP INC. Simulated Program consists of short (two to four hour) business and office occupations exploratory experiences, where students get some feel for the type os work that goes on in an office, office physical environment, and a chance to perform some of the tasks in an office. Prior to work simulation, office occupations students are informed of the position available and "open". Students then decide which position they would like, complete an application, are interviewed by an executive or administrator, and "hired" for a position. They begin working in the position they are "hired for, then later from one position to another until they have had the opportunity and experience of working in each of the following positions: Administrative Assistant, Vice President, Executive Secretary, Receptionist, Cashier, Insurance Clerk and Posting and Tax Clerk.

The purpose in simulating an office is to give potential office workers an opportunity to work in an office and become a part of a real office organization. The only time the students in BOP, INC. do anything other than office work is when they become the Administrative Assistant, they then act as the outside world. In this position they may simulate a telephone operator, a customer, or a banker down the street.

BOP, INC. then, functions as a mortage and loan office by simulating the processes and procedures that occur in a typical mortage-loan company. As students assume the position, play the role and do the work as an office employee, they learn to participate as a part of a team member in an office. Their contribution is important in providing an effective and satisfying office atmosphere.

A comprehensive description of BOP, INC. is included in Appendix Exhibit B.

What Makes PACE and BOP Outstanding?

Evaluation have shown that students have had nearly total positive feelings toward their experience in PACE and BOP. PACE serves about 1600 students per year. BOP serves about 100 students per year with the average student working in BOP for about three or four weeks. The mobility of the units is such that they are easily transported by educators from one school to another. This mobility provides career experience to student in five school districts at a very low cost.

Are PACE and BOP Cost Feasiable and Is the Idea Transportable?

PACE CENTER

Initial Costs	
Cost of 12' x 44' mobile unit	7,500
Remodeling = improvements	1,000
Equipment	1,200
Instructional materials	4,000
Total	13,700
Operating Cost Per Year	
Instructional Aide	5,000
Test Booklets	600
Periodicals	100
Paper and Misc. Supplies	300
Repairs and cost for transporting	100
Insurance	200
Total	6,300

BOP INC.

Initial Costs	
Cost of 12' x 44' Mobile Unit	7,500
Equipment	7,000
Instructional Materials	500
Total	15,000
Operating Cost Per Year	
Teacher (certified)	10,000
Instruction material	300
Paper and Misc. Supplies	500
Equipment Rental	2,000
Insurance	200
Total	13,000

BOP serves about 100 students per year for three to four weeks at a cost of about $130 per student.

PACE serves about 1600 students per year for about one day per studen at a cost of about $10 per student.

These costs per student plus the initial costs make the mobile approach feasible and attractive. The programs are well developed and easily transparable.

The five school districts have elected to finance the costs continuing the operation of PACE and BOP.

The above is the final report of the three years of the Bingham County Developmental Career Education Project.

Bert W. [illegible]
(Project Director)

June 30, 1976
(Date)

APPENDIX

Exhibit A

Role Discriptions for Project Personnel

ROLE DESCRIPTION OF DIRECTOR OF CAREER EDUCATION

The Director of Career Education working under the direction of Bingham County Board of Cooperative Services, functions in program development and the providing of services to schools in Bingham County in their establishment of career education programs.

The person is directly responsible to the Board and indirectly to State or Federal agencies that finance all or portions of the program.

MINIMUM REQUIREMENTS

The Director must have had experience in Vocational Education and Industry. The person must also have education and experience in career guidance and must possess the administrative qualities necessary to direct and serve as an educational leader in the model program. A minimum of a Master's Degree is required.

1.0 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT

By working with superintendents, principals, and teachers of the local educational agencies the Director will:

1.1 Establish and direct in the schools a Developmental Career Education Instructional program emphasizing Career Awareness at Grades K-6, Career Orientation at Grades 7-8, Career Exploration at Grades 9-10, Career Preparation at Grades 11-12.

1.2 Provide Vocational Education programs designed for occupational skill training to prepare students for employability as they leave high school.

1.3 Establish and direct a Career Guidance Program designed tc develop in each student positive attitudes about themselves and the world of work, and assist the student in developing career decision-making skills.

1.4 Provide a placement program for all exiting students in a (a) job, (b) post-secondary occupational program, or (c) baccalaureate program.

1.5 Provide in-service experience for personnel involved in the Project that will increase their knowledge and motivation for Career Education.

2.0 STAFF PERSONNEL

The Director will:

2.1 Be responsible for recruitment, assignment, supervision, evaluation, transfer, and discharge of all Project personnel.

2.2 Actively work with Project staff personnel in a resource-support role in an effort to facilitate improved professional competence.

3.0 PUPIL PERSONNEL

By working with Project staff, administrators, counselors and teachers in the school the Director will:

3.1 Provide leadership for the establishment and evaluation of educational programs in relation to the student needs which are consistent with Career Education philosophy and objectives.

3.2 Provide leaders for establishing a career guidance program consistent with Career Education philosophy and objectives.

4.0 FINANCIAL AND BUSINESS MANAGEMENT

By working with the project fiscal agent and the United States Office of Education the Director will:

4.1 Develop a budget.

4.2 Administer the budget.

5.0 SCHOOL BUILDINGS, EQUIPMENT AND INSTRUCTIONAL MATERIALS

5.1 Assist in planning preparing, or obtaining facilities that are conducive to the achievement of the Career Education objectives.

5.2 Acquire equipment needed to accomplish the planned instruction/skill training program.

5.3 Acquire or prepare those materials and supplies needed to foster the career program.

5.4 Provide an inventory and accounting system for all non-consumable materials and equipment.

6.0 SCHOOL-COMMUNITY RELATIONS

Through assistance from an Advisory Board the Director will:

6.1 Use available means and media to inform school trustees, administrators, teachers, students and patrons of the school districts of the goals, objectives and progress of the Career Education program.

6.2 Provide procedures whereby the patrons of the districts can have input into Career Education as it relates to the total educational program.

6.3 Initiate programs and procedures to mobilize community resources which improve educational opportunities for students.

6.4 Conduct studies to provide information regarding community desires regarding various components of the career program.

7.0 PROFESSIONAL GROWTH

Through self-study and leadership the Director will:

7.1 Promote professional growth of staff by maintaining his own program of professional growth.

7.2 Participate in professional growth activities for improvement of knowledge and skill through study, travel, conferences, professional meetings, self-appraisal, etc.

7.3 Keep informed about current administrative, instructional, and organizational trends in the areas of responsibility.

8.0 SUPPORTIVE SERVICES

Through coordination and leadership the Director will:

8.1 Coordinate the career program with related programs and agencies.

8.2 Provide supportive services in the area of Career Education to all related phases of the school curriculum.

8.3 Determine the need for supportive services and assist in organizaing and administering an effective delivery system.

9.0 ORGANIZATION AND ADMINISTRATION

The Director will:

9.1 Work with administrators in the local school districts in assisting teacher and counselor in promoting Career Education objectives.

9.2 Be responsible to the Board of Directors of the Bingham County Board of Cooperative Services.

9.3 Assist in the formulation and adoption of new or revised school policies affecting Career Education.

9.4 Administre the Career Education program in accordance with the goals and objectives established, and provide creative leadership in modifying procedures for enhancing the career program.

TERMS OF EMPLOYMENT:

Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by ________________________________ Date ____________

Reviewed and agreed to by ______________________ Date ____________

ROLE DESCRIPTION OF CAREER GUIDANCE COORDINATOR

MINIMUM REQUIREMENTS

A. The Career Guidance Coordinator must understand the developmental concept of Career Education, the process of career choice, and have experience in career development activities at both elementary and secondary levels. The person should have actual work experience outside the field of education; hold a Master's Degree in Counseling and Guidance, with emphasis and orientation toward vocational counseling.

B. Be approved by the State Department of Vocational Education as a vocational counselor.

C. Such additional or alternative qualifications as the Board may find appropriate and acceptable.

REPORTS TO

Director of Career Education

JOB GOAL

Through an organized program of consultant services to principals, counselors and teachers, provide leadership and assistance in promoting, establishing, and implementing appropriate career guidance systems within the school program and curricula.

1.0 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT

1.1 Establish and direct a Career Guidance Program designed to develop in each student positive attitudes about themselves and the world of work, and assist the student in developing career decision-making skills.

1.2 Provide a placement program for all exiting students in a (a) job, (b) post-secondary occupational training program, or (c) baccalaureate program.

1.3 Assist in developing and providing curricula and program planning, evaluation, and in-service training for school personnel involved in the Career Education project.

1.4 Review, study and development of performance based certificate or diploma.

2.0 STAFF PERSONNEL

2.1 Actively work with school personnel in a consultant role in an effort to facilitate improved professional competence in understanding and implementing the concepts, goals and objectives of the Career Education project

3.0 PUPIL PERSONNEL SERVICES

3.1 Actively work with school guidance personnel to assist in the development of adequate resource materials and delivery systems for guidance information necessary to accomplish the objectives of the Career Education project.

3.2 Serve as a member of the Exiting Committee in evaluating terminal student placement.

3.3 Cooperate with school personnel to provide individual or group counseling and guidance activities related to the objectives of Career Education.

3.4 Direct and coordinate utilization of P.A.C.E. Center at the secondary level within all participating districts.

4.0 FINANCIAL AND BUSINESS MANAGEMENT

4.1 Assist in the completion and submission of forms and reports to appropriate agencies.

5.0 SCHOOL BUILDINGS, EQUIPMENT AND INSTRUCTIONAL MATERIALS

5.1 Assist in the inventory of facilities, equipment, and materials in Career Education programs purchased with Project funds.

5.2 Control and inventory equipment and materials assigned to P.A.C.E. Center.

5.3 Assist in the selection and evaluation of materials and equipment for use in the Career Education program.

6.0 SCHOOL-COMMUNITY RELATIONS

6.1 Provide information to the Director of Career Education, 6.2 Provide information to school personnel, community agencies, post-secondary educational/training institutions and employers concerning the goals and objectives of the PACE Center and the placement component of the career guidance program.

6.3 Provide information to teachers, parents, and students of the goals and objectives of the PACE Center.

7.0 PROFESSIONAL GROWTH

7.1 Assumes responsibility for own professional growth and development; for keeping current with literature, new research findings, and improved techniques; and for current administrative instructional and organizational trends.

7.2 Participate in professional growth activities for improvement of knowledge and skills through study, travel, conferences, workshops, professional organizations and meetings, and self appraisal.

8.0 SUPPORTIVE SERVICES

8.1 Provide for coordinating career education programs with related programs of other school agencies.

8.2 Assist in the establishment of cooperative working relationships between school personnel and community agencies, referral services, potential employers, and post-secondary educational/training institutions.

9.0 ORGANIZATION AND ADMINISTRATION

9.1 Be responsible to the Director of Career Education of the Bingham County Board of Cooperative Services.

9.2 Participate with school administrators in decision making where it relates to career education programs.

9.3 Assist in the formulation and adoption of new or revised school policies affecting career education programs.

9.4 Carry out such additional duties as may be determined by the Director of Career Education.

TERMS OF EMPLOYMENT

Ten, eleven, or twelve month year. Salary and work year to be established by negotiation with the Board.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

Approved by: ______________________________ Date__________

Reviewed and Agreed to by______________________________ Date__________
(Incumbent)

ROLE DESCRIPTION OF SIMULATED OFFICE TEACHER OF B.O.P. INC.

MINIMUM REQUIREMENTS

The Model Office teacher should hold a B.A. in Business Education and must have worked as an Executive Secretary in addition to various other business aspects.

Must be approved by the State Board of Vocational Education as a vocational teacher.

Such additional or alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: The Director of Career Education

JOB GOAL:

Through simulation, students will actually come in contact with conditions and experiences of a regular office environment.

1.0 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT

1 1.1 Develop and provide curricula for BOP.

1.2 Assist the Business teachers in working with the students in this program.

1.3 Develops and maintains an office environment conducive to effective learning within the limits of the resources provided in the van.

1.4 Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of location provided and the needs and capabilities of the individuals or student groups involved.

2.0 STAFF PERSONNEL

2.1 Actively work with the Business Teachers and school personnel in a consultant role in an effort to facilitate improved professional competence in understanding and implementing the concepts, goals, and objectives of the career education project.

2.2 Establishes and maintains cooperative relations with others.

3.0 PUPIL PERSONNEL SERVICES

By working with the project staff, administrators, counselors and teachers in the school districts the instructor will:

3.1 Provide leadership for the establishment and evaluation of educational programs in relation to the student needs which are consistent with career education philosophy and objectives.

3.2 Serve as a member of the Exiting Committee in evaluating terminal student placement.

3.3 Encourage students to set and maintain standards of office behavior.

4.0 FINANCIAL AND BUSINESS MANAGEMENT

4.1 Assist the Director of Career Education in the completion and submission of forms and reports to appropriate agencies.

5.0 SCHOOL BUILDINGS, EQUIPMENT, AND INSTRUCTIONAL MATERIALS

5.1 Provide an inventory and control for equipment and materials in BOP, Inc.

5.2 Assist in the selction of equipment, and other instructional materials.

6.0 SCHOOL COMMUNITY RELATIONS

6.1 Provide information to the Director of Career Education, School Personnel, businessmen, students, patrons and all other interested parties of the goals, objectives, and progress of the Career Education Program, and in particular, the BOP, Inc. program.

6.2 Make provisions for being available to students and parents for educational related purposes outside the instructional day when required or requested to do so under reasonable terms.

6.3 Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioural progress of all assigned students.

7.0 PROFESSIONAL GROWTH

7.1 Assumes responsibility for own professional growth and development; for keeping current literature, new research findings, and improved techniques; and for current administrative instructional and organizational trends.

7.2 Participate in professional growth activities for improvement of knowledge and skills through study, travel, conferences, workshops, professional organizations and meetings and self appraisal.

8.0 SUPPORTIVE SERVICES

8.1 Assist in coordinating career education programs with related programs of the other school agencies.

8.2 Assist the Director of Career Education in establishing cooperative working relationships between school personnel and community agencies, referral services, potential employers, and post-secondary educational training institutions.

8.3 Participate as a faculty member at the school when BOP is at the school.

9.0 ORGANIZATION AND ADMINISTRATION

9.1 Be responsible to the Director of Career Education for the Bingham County Board of Cooperative Services.

9.2 Participate with school administrators in decision making where it relates to career education programs such as BOP.

9.3 Assist in the formulation and adoption of new or revised school policies affecting career education programs.

9.4 Carry out such additional duties as may be determined by the Director of Career Education.

TERMS OF EMPLOYMENT

Nine, ten or eleven months a year. Salaries and work year to be established by negotiation with the Board.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Boards policy on Evaluation of Administrative Personnel.

Approved by ______________________________ Date: ____________

Reviewed and Agreed to by ______________________________ Date: ____________

ROLE DESCRIPTION OF P.A.C.E. CENTER AIDE

Minimum Requirements;

A. The P.A.C.E. Center Aide should be mature, pleasant and personable, possessing the ability to work equally well with school faculty and young adults. The person must be willing to develop an understanding of the concept and purpose of Career Education, the process of career development and the role of the career information services and work samples activities as proveded through P.A.C.E. Center.

B. The person should have actual work experience outside education as well as prior experiences as a teacher aide or at least one year of education or training beyond the secondary level.

C. The person may have such additional or alternative qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Director of Career Education

JOB GOAL: Through an organized program of activities, provide hands-on exploration and career guidance information to school faculty, students and other interested persons.

1.0 DUTIES AND RESPONSIBILITIES

1.1 Become thoroughly acquinted with all work smaples, career and guidance information, materials and equipment assigned to PACE Center.

1.2 Present the Programmed Activities for Career Exploration to students and other interested persons who visit PACE Center.

1.3 Assist students and other interested persons in utilizing the equipment and information provided by PACE Center.

1.4 Become acquainted with resource and referral agents and personnel in the school and community who may provide additional career or guidance information and services to students.

1.5 Become acquainted with a wide variety of information concerning careers and student options for completing the transition from education to the world of work.

2.0 STAFF PERSONNEL

2.1 Actively work with school personnel in an effort to provide career guidance information to all who may need the service.

3.0 PUPIL PERSONNEL SERVICES

3.1 Actively work with school guidance personnel to assist in the provision of career guidance information to students, staff and all other interested persons.

3.2 Refer students and others who may desire additional assistance and information on careers or placement options to school guidance personnel or other appropriate personnel and/or agencies.

4.0 MANAGEMENT AND EVALUATION

4.1 Maintain accurate records of students and other interested persons who visit or utilize PACE Center.

4.2 Assist in the completion of forms and reports to be submitted to the Director.

5.0 FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

5.1 Maintain the inventory of facilities, equipment and materials assigned to PACE Center.

5.2 Maintain an accurate record of all materials or equipment loaned from PACE Center.

5.3 Be responsible for the day-to-day maintenance of PACE Center facilities, equipment and materials.

6.0 SCHOOL-COMMUNITY RELATIONS

6.1 Provide information to the Director of Career Education, school personnel, students, patrons and all other interested parties of the goals, objectives and progress of the career education program.

6.2 Provide information to teachers, parents, students and other interested persons of the goals and objectives of the PACE Center.

7.0 PROFESSIONAL GROWTH

7.1 Assumes responsibility for own professional growth and development; for keeping current with information and materials assigned to PACE Center and with sources and resources for student and faculty use.

7.2 Participate in growth activities for improvement of knowledge and skills through study, travel, conferences, workshops professional organizations and self-appraisal.

8.0 SUPPORTIVE SERVICES

8.1 Assist in the maintenance of cooperative working relationships between school personnel and the community.

9.0 ORGANIZATION AND ADMINISTRATION

9.1 Be responsible to the Director of Career Education of the Bingham County Board for Cooperative Services.

9.2 Carry out such additional duties as may be determined by the Director.

TERMS OF EMPLOYMENT

Nine, ten, eleven or twelve month year. Salary and work year to be established by the Board.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Instructional Personnel.

Approved by____ Date____________

Reviewed and Agreed to by___________________________ Date____________
(Incumbent)

APPENDIX

Exhibit B

UNITS & ACTIVITIES FOR CAREER EDUCATION
K-12

"Guid for Implementing Career Education in Bingham County"

"B.O.P. Inc., Simulated Office Program"
A curriculum and teachers guide for a 12' x 45" mobile office

"P.A.C.E. Center - Programmed Activities for Career Exploration"
An activity and resources guide for providing a career information center in a 12' x 45" mobile unit

ACTIVITY ORIENTED CAREER EDUCATION UNITS

These materials are units of carying lengths (a single activity to a 9-week unit) designed for integrating career education into local classroom curriculum. These units contain behaciorial objectives, methods and resources. Because of the bulk involved, copies of the units are not included in this appendix.

Grades K-3 Career Awareness
Goods and Services
Self Awareness

- The Dairy Farm
- Health Services
- People Who Protect Us
- People Who Provide Us Transportation
- People Who Provide Us Shelter
- People Who Provide Comm.
- People Who Feed Us
- People Who Work With Tools and Machines
- People Who Work with Animals
- Workers in the School
- Workers in the Community
- Community Government
- Clothing
- Understanding Myself
- Responsibilities of the Child
- Me
- Seeds
- Community Helpers

Grades 4-6 Career Awareness and
Self Awareness
(Clusters)

- Mining in Idaho
- Agriculture in Idaho
- Lumbering in Idaho
- Career Awareness in the Arts
- Career in Arts--Music & Dance
- Language Arts, Speech & Drama
- Careers in Communication
- Banking
- Dairying
- Commerce--Transportation
- Industry--Agriculture--Landowner
- Careers Related to Trade & Finance
- Electricity
- Health
- Inventions--Causes of Change
- Law Enforcement
- Work Values
- Interest & Aptitudes
- Work Interest & Abilities
- Work Values

Grades 7-9 Exploration

- Who Am I
- Cluster Groups
- Self Awareness
- Agriculture, Gr.
- Government Related Careers
- Recreation & Entertainment
- Home Living--Desserts
- Home Living--Homecrafts
- Career Orientation
- Construction
- Education
- Careers-Health & Welfare
- Plate Techtonics
- Occupations in Science
- Genetics and Man
- Horsemanship
- Where Do People Work
- Drugs in Todays World
- Home Ec. I Food Unit--Restaruant Food Service
- Careers in Weather
- Products of the Lithosphere & Related Careers
- Exploring Careers Thru Environ
- Space Oriented Careers
- General Personality Traits
- Selecting Broad Fields
- Search for Real Self

Grades 9-12 Exploration & Preparation

- Journalism Related Careers
- English & lang. Related Careers
- English & Lang. Related Subjects
- Mass Media Related Careers/ Emphasis in Bfoadcasting
- Marketing & Finance
- Meat
- Commercial Art as a Career
- Food Production & Preserve
- Bakery Products
- Postal Work
- Attitudes & Appreciation
- Non-Verbal Communication
- Verbal Communication
- Written Communication
- Employability Skills
- Careers in Aerospace Age
- City Parks & Recreation
- Career Identity
- Electricity
- Chemistry Related Careers
- Carpentry
- Math Related Careers
- Math Related Careers
- Structural Carpentry
- Industrial Plastics
- Structural Carpentry Careers
- How to Learn a Job -- Preparing a Manual
- Selecting & Applying for a Job
- Personality & Job Success
- Mass Media--Advertising & Man's Needs

INTEGRATED ACTIVITIES FOR CAREER EDUCATION

These are short career activities for use in integrating career education into the classroom curriculum.

K-3 Awareness

- Cosmetology--Beautician & Barber
- Doctor & Nurse
- I Am Glad That I am Me
- Policeman
- Cosmetaligist (Beautician & Barber)
- A Firaman's Equipment
- Take a Tool
- Traffic Policeman
- My Needs
- Student of the Week
- I'm Glad I'm Me
- Tools of the Trade
- Career Password Game
- Career Hats
- Feelings
- People, People, Everywhere
- Family Jobs
- Services and Goods
- Goods and Services
- Five Senses

K-3 Awareness (Con't)

Dipping Chocolates
Mothers Work
Tools Make Work Easier
School Helpers
Parents' Career
Workers Use Tools
Self Awareness
Who Am I?
Careers in the News
Hands of Workers
All About Me
The Telephone (Communications)
Post Office
Game Warden
What I Would Do If I Ran the School
Careers
Who is Involved with Potato Chips
Where Did Your Name Come From
Career Realted Word Endings
What My Workers Do
My Worker
Workers at School
Tic-Tac-Toe Occupational Spelling
Workers at Eastern Idaho State Fair
Occupation Day
Communication (TV Weatherman)
Knowing Me
Game Warden
Me
Newspaper Unit
Post Office Unit
The Grocery Unit
Self-Awareness Activity
Seeds for Your Garden
Anagrams
Jobs
Exploring Taxes
Depending on Each Other
Career for a Week
What I do Best
Attitudes Toward Work
Piano Tuner
Student of the Day
Taxes & What They do for Us
The Wide World of Sports
Post Office & Its Employees
Tools & Workers
Spotlight on You
Tools & Workers Game
Pupper Dramas
How Many Job Do I Know?
Workers in our School
Newspaper
My Choice: Me
A Language Barrier
Distant Places
Professional Workers
Good Feelings
Community Citizenship
I See Me, Gr. K-4

Grades 4-6 Awareness

Creative Writing
Career Visit
Occupation Auction
Personality & Work
Career Day
Career Art
Clustering Activity
Matching Tools to Career
Self Development: Hobby Analysis
Attitude Placement
Ranching
Searching Me
Veterinarian
Job Interviews
Self Awareness
Letters of Application
A Class Safety Engineer
Work of Appraisors
School Custodian
Forms of Government Influence Work
Carpentry
That's For Me
Competition
My Autobiography
Doing the Job Better
Clustering Careers
Field Trip to School Kitchen
Hybridizing For Pleasurable Environ.
Radio Program
Job Interview (Eng. Class)
Career Survey
Recreation Workers
Newspaper Workers
How Do I Rate?
Language Arts
Art--Flower Arrangement
Language Arts-Voice Training
Air Line Employees
Getting to Know You
Self Awareness
Birds of Prey & Falconry
Cattle Feeding

Jobs Can Be Created
Career Bingo
Alphabetizing Careers in Service
Production of Fruits & Vegetables
Feelings of Prejudice
Alphabetizing Careers in Service
Jobs in our Community
Forest Ranger
Dental Health
Getting to Know You
Cereal Industry Workers
Carpentry
Bricklaying
I Want To Be...
Classroom Post Office
Cattle Industry
Character Development
Careers Today & Yesterday
Nursing Career
Conservation/Nat. Resources/Workers
Cement Working
Carpentry in Building Our Community
Farming as a Career
Creative Writing
Career Person of the Week
Television
Telephones
Pottery Making
Law Enforcement
Interviews--Role Playing
Television
Career Quiz Game
Mass Production of Puppets & Role Play
Local Mock Government
Construction Cluster
Identity Ausction
Working in Tourism
Fine Arts as a Career
Gov Jobs in U.S. & Canada
Fish & Game
My Personal Appearance
Job Application
Careers in Fashion

Grade 7-12 Exploration & Preparation

- Job Types are Affected by Community
- Overpopulation & Problems
- Exploring Pollution in Community
- Finding Our Way
- Careers in Electronics Technology
- Cartography
- Careers in Architecture
- Orientation of School
- What Does a Librarian Do?
- Working with Basic Elec.
- Your Friends and You
- Giving & Receiving Direc.
- Pre & Post Test
- Learning to Read Fractions of Inch
- Poetry Writing
- Softball
- Working in World of Metal
- Working with Power Engines
- Working with Graphic Art
- Introduction to Knitting
- Using the Claw Hammer
- Casting with Urethane P Plastic
- Types of Nails Used by Woodworkers
- Using "Co-Ed' in Job Aware
- What Type of Math for Me?
- Cashier
- Spending
- Self Evaluation
- Looking at Self
- Hobbies
- Career Exploration
- Home Furnishings
- Child Care
- Photography Field Trip
- Golfing
- Character Qualities
- The American Road
- Food or Famine
- Unseen Enemies
- Library Assistant
- Lib. Student Service
- How Much Math?
- A Math Program for Me
- The World of Work
- Math and Me
- Is Understanding of Basic Math Necessary?
- Home Crafts
- Basketball
- Snowmobiling Safety
- Party Planners
- What Does Florist Do?
- My Spec. Abilities in Rel. to Careers
- City Government
- Photography
- What's My line?
- Connotative Meanings
- Safety in All Things
- Food and You
- Hospital Helpers
- Jobs for Health's Sake
- Letter Writing
- Classified Advertising
- Careers for Good Writers
- How to Use a Sociogram
- Government Jobs
- Machinist
- Comparative Paper
- Informative Essay'
- Etiquette & Table Setting
- Becoming and Adult
- Cooking for a Crowd
- Improving Personal Appearance
- Work & Success
- Manuscript Typing--Choose Vocation
- Type Letter of Application
- Buying a Car
- Figuring Income Taxes
- Knowing Yourself
- Occ. Improvization--Theatre Games
- Pantomine
- Debate on Career Education
- Student's attitude About Work
- Denotation & Connotation
- Knowing Myself
- Art & Advertising
- Art as Your Career
- Reservation & Your Career Needs

Grade 7-12 Exploration & Preparation

- Dressing Yourself & Others
- Career Pantomines
- Speech to Inform
- Literature: Character Analysis
- Long Term Writing Unit
- We all Have to Budget
- Seeing How Algebra is Used in Bus.
- Mechanics
- Agricultural Supplies
- Agriculture
- Governmental Services
- Jobs That Use Math Today
- Understand Use of Algebra
- Interview--Source of Information
- Shopping in French
- Cooking Crepes
- Gov. Careers in Spanish
- Puppetry
- Assignment: Tourist
- Jobs Using Spanish
- Spanish in Farming
- Aware of Other Cultures
- Demonstration Speech on Hobby
- Direction
- Cultural Exchanges & Prejudices
- Value Clarification
- Job Exploration
- Written Communication
- Researching a Career
- Lang. Skills on the Job
- Expl. Personal Values thru N Novels
- Work with Mental Illness
- Sicial Services
- Time and Change
- Our community and Its Work
- Who Am I? What You Think of Me?
- Foreign Relations
- State Courts
- Interaction of Man with Man
- Character Examination

Special Achievement

- Mathematics
- Job Awareness
- Job Clusters
- Letters of Application

FINAL EVALUATION REPORT
BINGHAM COUNTY CAREER EDUCATION PROJECT

1975-76

GRANT #OEG-0-73-5300

Final Report Through
June 20, 1976

Report Submitted by the Third
Party Evaluation Team

Dr. Laverne Marcum, Chairman
Dr. William Baller
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SECTION I

INTRODUCTION

This report represents the final assessment for the 1975-76 school year of the Bingham County Career Education Project (BCCEP) in Bingham County, Idaho. Broadly speaking, it represents an evaluation of career education procedures, practices, processes, and outcomes in the five (5) school districts participating in the project. These school districts include: Blackfoot School District #55, Aberdeen School District #58, Snake River School District #52, Firth School District #59, and Shelley School District #60. Each school district has participated in the project for a period of three years with the 1975-76 school year representing the third and last of a three year federally funded project. Grades K-12 in all project schools generally were involved with awareness, exploration, preparation, and placement activities and programs. More specifically, this report is an assessment of the seven (7) career education objectives concerned with the project.

Also, selected career education processes were evaluated. Among the numerous processes evaluated were the following: inservice training programs for both teachers and counselors, coordination of school career education activities with local state employment agencies and federal manpower agencies, vocational education programs, and various cooperative education programs.

The objectives and processes were evaluated from August, 1975 through May, 1976, with all assessment data collected by May 15th. The final written report for the BCCEP was drafted in late May. It was accepted for approval on June 10, 1976 and submitted to the director of the BCCEP for acceptance on that same date.

For ease in preparing and writing this report, it has been divided into the following major sections:

1. An overview of the Bingham County Career Education Project;
2. Evaluation Design, Methodology, Statistical Treatment;
3. Findings for each of the seven objectives;
4. Summary and Outstanding Contributions of the Project.

A presentation and discussion of each major section follows.

OVERVIEW OF THE BINGHAM COUNTY CAREER EDUCATION PROJECT

The five school districts in Bingham County, Idaho, have been involved in an exemplary career education project. The project was funded through the U.S. Office of Education, under Part D of the Vocational Amendments of 1968. The general goal of the project was to promulgate career awareness, exploration, and preparation activities in grades K-12 throughout selected school districts.

In order to accomplish this generic goal, one hundred fifty teachers, counselors, and administrators constituted personnel used to implement the five major program components of the project. These components were:

A. The utilization of curriculum units and learning activities to be integrated at all grade levels (K-12) within the traditional subject matter. The major thrust of this component was to identify for students the relationship between subject matter and the world of work.

B. The establishment of a developmental career guidance program for all grade levels which was designed to assist students in developing positive self-concepts, self-enhancing work values, interests, aptitudes, abilities, and goals as they are related to career development, decision-making, and vocational placement.

C. The use of two mobile "resource" laboratories to assist high school students with in-depth, short term career education experiences:

   1. A model office-simulation experience organized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they might eventually seek work.

2. The Programmed Activities for Career Exploration (PACE) was changed from the function of a career information center to a hands-on work sampler lab for the 1975-76 school year. The lab was mobile and was scheduled for 9th grade students at each of the five county junior high schools. Students participating completed six different work samples illustrating basic principles which jobs have in common. The purpose was to provide students an opportunity to explore careers through hands-on experience in a variety of simple job tasks.

D. The expansion at the high school level of vocational skill training courses to assist students in implementing their career choices and in obtaining marketable life-time skills.

E. The Bingham County Program for Exceptional Children cooperated closely with existing career education programs to provide prevocational counseling and vocational skill training needed for learning-disabled and handicapped students.

F. Career plans and mini-grants at the building level were implemented in the 1975-76 school year. These were a strategy to encourage greater support from administration and provide incentives for implementation of career education concepts at the building level.

The preceding represents the five major components of the Bingham County Career Education Program used to implement its objectives.

The project involves five staff members responsible for developing and implementing the project throughout five school districts. The staff members include: a director, a guidance coordinator, an office simulation instructor, a career information aide, and a secretary.

These staff members work closely with building coordinators of each school involved with the implementation of the project's goals. Building coordinators are specifically responsbile for disseminating career information to school personnel and for writing a monthly career education report about the schools' career education program. They also served as the building contact person for the Evaluation Team.

SECTION II

Description of the Evaluation Design and Procedures

Experimental subjects for all grades considered were drawn from the Snake River School District. This was done simply due to the fact that it was determined that of all schools participating in the Career Education Program, Snake River schools were most accessible in terms of propinquity. Students in Snake River High School, Snake River Junior High and Riverside and Moreland Elementary Schools were drawn as intact groups by class levels for the purpose of examination. Intact classes by grade level were drawn from these schools for service as the frame of reference for third year program impact.

Statistical Methods Used

For all tests employed and all data generated, experimental and control, initial base-line data were gathered for the academic year extant. Subsequent to initial data procurement, t-tests were utilized to contrast terminal gains with initial disposition of subjects, taken nomothetically, testing the proposition that if career education had an impact sensitive to measurement by the devices employed, terminal considerations should differ significantly from initial measures in a manner suggesting gains which could not have been expected by chance. In instances where terminal group means suggested better performance than initial experimental group means, analysis was terminated forthwith. In cases where terminal means excelled initial (pre-test) means, even marginally, the t-test was completed and results have been reported with the probability level at which the difference was significant.

Testing Instruments Used

A general description of each standardized testing instrument used in the evaluation of the BCCEP follows:

1. Self Observation Scales*:

The Self Observation Scales (SOS) is a self-report, group administered instrument used to ascertain the degree to which students perceive themselves in relationship to peers, teachers, and school. It is an instrument used to examine the affective development of children in the primary grades.

The primary level of the SOS for grades K-3 was the specific form of the instrument used for the evaluation procedures. This instrument assesses five dimensions of a child's self-concept. These dimensions and brief descriptions of them follow:

a. Scale I - Self Acceptance

Children scoring high on this dimension view themselves as happy, important and competent. Low scorers on Scale I identify children who are unhappy, undesirable, and non-important. An example of a statement which measures this dimension of the SOS was: Do you feel good about yourself most of the time?

b. Scale II - Social Maturity

Children scoring high on this scale view their relationships with other people as being positive. High scorers are independent, persistent, and sensitive to the needs of others. Low scorers view themselves as quitters and loners. An example of a statement from the SOS assessing this dimension was: Do other children do things better than you?

c. Scale III - School Affiliation

Children scoring high on this scale view school as having a positive influence upon them. Low scorers perceive school as being an unhappy place. Low scorers also perceive that school is not an important place to be. An example of a statement from the SOS assessing this dimension was: Is school a happy place?

d. Scale IV - Self Security

Children scoring high on this scale are confident in themselves and in the people with whom they come in contact. High scorers are confident with what they are trying to achieve or to accomplish. Low scorers are insecure, anxious, and depressed. New experiences are frustrating since there is a great deal of uncertainty about them. An example of a statement from the SOS assessing this dimension was: Do you get nervous at school?

e. Scale V - Achievement Motivation

Children scoring high on this scale are those who probably achieve well in school and low scorers are children who probably do not achieve well in school. This scale is presently undergoing validation and should be viewed as experimental.

2. Career Education Questionnaire, Form A, Grades K-3:

The Career Education Questionnaire (CEQ) is a direct, self-scoring, picture inventory of the world of work. CEQ attempts to ascertain the degree to which students can demonstrate their knowledge of the training requirements, job skills, duties, and rewards of occupations classified as goods-producing and service-producing industries. The format of the inventory requires students to identify from a grouping three pictures for each of thirty different questions appropriate responses. An example of a statement and/or question from the CEQ was: Identify the picture of a worker who enforces the law. The test yields one, overall score.

3. Career Education Questionnaire, Form A, Grades 4-6:

The Career Education Questionnaire (CEQ) is a direct, self-scoring, multiple choice and matching inventory designed to assess a student's knowledge about the world of work. Job skills, job requirements, work tasks, and rewards are areas in which the CEQ assesses students' knowledge of work. The CEQ format requires a student to select from one of four possible answers to multiple choice quizzes or to identify matched statements. There are a total of 56 questions for the CEQ, Grades 4-6 Inventory. The test yields one, overall score.

4. Career Development Inventory:

The Career Development Inventory (CDI) is a self-directed inventory measuring the general concept of vocational maturity. The CDI has been designed for use by students in grades 9 thru 12. It yields three scores, two of which are attitudinal and one of which is cognitive. The three scaled scores are: (A) planning orientation, (B) resources for exploration, and (C) information and decision making. The questions have been purposely designed for both boys and girls.

5. Career Education Concept Relationship Questionnaire

A locally constructed survey form designed to determine if students can demonstrate in writing the degree to which they could identify relationships among interests, and values, and the world of work. The instrument consists of two open-ended questions.

A two-part questionnaire was constructed to assess the relationship among interests, values, and the world of work. See Appendix A.

6. Career Development Inventory

An objective, multifactoral, self-administrating, paper-and-pencil inventory measuring the vocational maturity of adolescent boys and girls. It yields three scale scores, two of them attitudinal and one of them cognitive. It also yields a total score. The names of the scales are: (A) Planning Orientation (attitudinal); (B) Resources for Exploration (attitudinal); (C) Information and Decision Making (cognitive).

7. Assessment of Career Development (ACD)

The ACD focuses on core aspects of career development that can be economically and objectively measured through use of standardized group assessment procedures. Scales in the ACD are structured around the following components of career development: (A) Occupational Awareness (includes occupational knowledge and exploratory occupational experiences); (B) Self-Awareness (includes job values and preferences, career plans, self-evaluation of career planning, and perceived needs for help with career planning);(C) Career Planning and Decision Making (includes career planning knowledge and involvement in career planning experiences). In addition, student reactions to their career guidance experiences are obtained.

Testing Procedures Followed:

All standardized tests used in the evaluation of the BCCEP were administered according to the instructions outlined by the authors of the various test manuals.

Individuals administering the inventories consisted of one assistant and one associate professor of education who have had extensive background in testing, measurement, statistics, evaluation, and test construction.

Both test administrators attempted to be consistent with the manner in which they administered the standardized tests in both the pre-test and the post-test conditions.

Management Plan:

The Evaluation Team developed a plan for managing the many activities provided for in the project.

Treatment Group Area Matrix:

This matrix will be found in Appendix B and provides a visual picture of the activity (or treatment) for each objective and the grades, groups or individuals participating.

SECTION III

Objective I

Sixty percent of students in grades K-3 will have become aware of self and others and aware of the world of work. This will include having esteem for self and others and being able to distinguish between careers in the "Goods and Services" clusters.

FINDINGS:

To adequately address this objective, it required of the third part evaluation team to asses the (1) specific component aspects of it and to assess (2) those concepts alluded to in the objective; and then to draw inferences which suggest the degree to which the objective has been met. Variables undergoing evaluation include:

1. Sixty percent of K-3 grade level students will be presented career education instructional units.

   FINDINGS: Matrix A identifies and numerates the schools, teachers, students, and learning processes and practices linked to the instructional units for grade level K-3.

Ten different elementary schools actively participated in this aspect of the Career Education Project. These schools included: Aberdeen Elementary, Elmwood Elementary, Fort Hall Elementary, Groveland Elementary, Johnson Elementary, Moreland Elementary, Stalker Elementary, and I.T. Stoddard Elementary schools.

More than sixty different elementary school teachers developed more than 140 units of instruction. These units consisted of self-awareness, career-awareness, resource-people, and field trip activities. The majority of these activities centered on the concept of career awareness for children. Teachers from Groveland Elementary, Pingree-Rockford Elementary, Shelley Elementary, Stalker Elementary, and I.T. Stoddard Elementary schools have written the majority of instructional units. It should be noted that few

Matrix A: Instructional Units K-3

	School	No. Teachers	Activities SA-CA-RP-FT	No. Students
1.	Aberdeen Elementary	6	6-9-2-2	327
2.	Elmwood Elementary	6	2-6-1-0	109
3.	Fort Hall Elementary	3	2-3-1-0	117
4.	Groveland Elementary	8	7-17-8-2	450
5.	Johnson Elementary	4	6-7-1-2	204
6.	Moreland Elementary	4	4-4-0-3	640
7.	Pingree-Rockford Elementary	8	4-3-3-1	470
8.	Shelley Elementary	10	7-15-3-2	850
9.	Stalker Elementary	9	all activities: SA/CA	800
10.	I.T. Stoddard Elementary	8	10-15-2-0	500
	TOTALS	64	48-79-21-12	4100+

SA=self awareness, CA=career awareness, RP=resource person, FT=field trip instructional units emphasized "hands on" activities or "doing" activities. Most activities emphasized career education concepts through abstract learning via films, film slides, and DUSO I and II Kits. It only seems reasonable to expect teachers to do career education thru "hands on" activities since a major premise of career education is learning thru doing.

Many students in K-3 grades participated both directly and indirectly in the instructional units. Teachers in grades K-3 more than met the percentage of students identified in Objective I who participated in the instruction units. The percentage of students in grades K-3 involved with career education concepts was approximately 80 percent.

It should be noted that on site visitations revealed that teachers were still doing career education as an adjunct to the regular curriculum. Teachers were still taking "time out" from the regular curriculum to do career education. Teachers should know that one goal of career education is to integrate its concepts into the regular subject matter content of a course. Once this occurs, career education becomes the vehicle for increasing motivation and learning in students. Perhaps, one recommendation here is for teachers to be recycled thru career education concepts to refresh their memories on some of the basic tenets of career education.

The overall impression obtained by examining this aspect of Objective I was that teachers were actively striving to do career education and seemed to have a genuine interest in it.

2. Grade three level students will increase their knowledge about occupations and careers.

FINDINGS: The Career Education Questionnaire (CEQ) for Primary Grade students was administered on a pre and post test basis to third grade students at Moreland Elementary School. Subjects were selected on a random basis. Results of these test administrations may be viewed in Table I. A discussion of data follows:

TABLE I: CEQ, Third Grade Students

		$\bar{X}$	No. Cases
CEQ	Pre Test	14.41	36
CEQ	Post Test	14.52	36
Difference		.11	

Thirty-six third graders were administered pre and post CEQ tests. Results indicated a pre-test group $\bar{X}$ score of 14.11 and a post-test group $\bar{X}$ score of 14.52 with a difference of .11 points favoring a slight growth in career information and job related knowledge. There were no significant differences in $\bar{X}$ scores. It seems reasonable to suggest that some growth has occured, but that the impact of career education concepts and job related facts have had little or no effect on student cognitive growth or behavior change. Students have not for all practical purposes increased their knowledge concerning the differences between paid and unpaid work, knowing the duties of different occupations, and knowing what some of the major responsibilities of various occupational groups might be.

3. Grade three level students will develop positive self-concepts in relation to life style careers.

FINDINGS: The Self Observation Scales (SOS) for Primary Grade Students was administered on a pre and post test basis to third grade students at Moreland Elementary School. Subjects were selected on a random basis. The SOS measures such concepts as self-acceptance, social maturity, school affiliation, and self-security.

Results of these test administrations may be viewed in the following Table . A discussion of data follows:

A. Self-Acceptance

TABLE II: SOS, Self-Acceptance, Third Grade Students

	PRE	POST	DIFF.
No. Cases	35	35	
X	47.71	49.92	+2.21
SD	5.22	5.60	.38
Ave. % Score	41.83	49.75	7.92

Thirty-five third grade students were administered pre and post SOS tests. Results indicated a pre-test group X score of 47.71 and a post-test group X score of 49.92 with a difference of 2.21 mean score points favoring a slight growth or change in self-concept development as it relates to self-acceptance. This scale suggests that individuals or groups of individuals with high scores (t score of 75+) view themselves in a positive manner and attribute to themselves the qualities of happiness, importance, and competence. They see themselves as being held in importance by teachers, family, and peers. Students or groups of students obtaining a low score (t score of -25) tend to view themselves as being unhappy, lacking of self-confidence, and having few competencies. A post mean score of 49.92 for the subjects seems to suggest that the students tend to fall somewhere between the two extremes mentioned previously. They perceive themselves as being both happy and unhappy, important and unimportant, and competent and incompetent. Perhaps, this ambivolence reflects in part the circumstances and conditions of the moment the test was administered. However, it also seems reasonable to suggest that as students are developing in schools their personality is always in a state of flux, and as a consequence their self-concepts are a measure and reflection of this uncertainty. Perhaps this is one reason that might be used to explain a small change in behavior as measured by the self-acceptance scale of the SOS Inventory.

B. Social Maturity

TABLE III: SOS, Social Maturity, Third Grade Students

	PRE	POST	DIFF.
No. Cases	35	35	
X	51.06	48.19	-2.87
SD	5.13	4.24	- .89
Ave. % Score	43.26	32.17	-11.09

Thirty-five third grade students were administered pre and post SOS tests. Results indicated a decrease of the level of the groups social maturity. This scale suggests that students who score high know how they should act in school and know the importance of such notions as "fair play", "sharing", and "helpfulness". Low scorers have not learned these concepts, and, as a result, tend to be immature, selfish, and inconsiderate.

Data for the SOS, Social Maturity Scale, reveal that students did not increase their level of maturity as identified by a difference between the pre-post test.

C. School Affiliation

TABLE IV: SOS, School Affiliation, Third Grade Students

	PRE	POST	DIFF.
No. Cases	35	35	
X	51.14	49.31	-1.83
SD	3.31	2.91	
Ave. % Score	54.37	47.33	-7.04

Thirty-five third grade students were administered pre and post SOS tests. Results again suggest a decrease in the level of school affiliation of the target group. This scale implies that groups of individuals scoring high view school as having a positive effect on their lives. Low scorers view school as an unhappy place to be and do not enjoy most school activities or learning procedures.

Data for the SOS, School Affiliation Scale, reveal that students did not increase their level of school affiliation as identified by a difference between the pre-post test.

D. Self-Security

TABLE V: SOS, Self Security, Third Grade Students

	PRE	POST	DIFF.
No. Cases	35	35	
X	48.49	49.31	+.82
SD	3.81	2.91	
Ave. % Score	44.17	47.33	+2.86

Thirty-five third grade students were administered pre-post SOS tests. Results suggest a slight gain in that variable of self security within the personalities of the students. The gain was only +.82 points, suggesting limited growth and change. The self security scale suggests that individuals who score high perceive themselves as being confident in what they can do. Low scorers lack self confidence and feel insecure.

Data for the SOS, Self Security Scale, reveal that students demonstrated a slight increase in their level of confidence as identified by a difference between the pre-post test.

Overview of self-concept:

Perhaps, it is appropriate at this time to raise a question and that is: "Did career education have a significant impact on the self concepts of selected students?" For this portion of the evaluation, data suggests little or slight impact on self concept. One reason explaining this limited growth might be that the classroom teacher was not adequately trained to work with the affective behaviors of students, specifically self concept. If this is valid, then it might be wise to provide in-service training to assist teachers in such an area. However, data also suggests that on the self acceptance and self security scales of the SOS some positive changes were beginning to occur. Here, teachers might need more time and systematic intervention to become more effective. It should be remembered that self concepts generally cannot be changed over night, and that limited measured change might in reality represent substantial change.

4. K-3 teachers have participated in at least 3 inservice training sessions focusing on career education.

The audit of monthly career education reports suggest that teachers have participated in inservice career education training sessions. Most training sessions centered on learning how to do career education through career awareness activities. Building coordinators and principals directed the training sessions. Other specific training sessions included: (1) how to prepare for career education field trips, (2) group discussions on what "I'm doing in the classroom," (3) how to use bulletin board effectively for career education, (4) visit Vocational Education Center in Idaho Falls, and (5) how to use a 35mm camera on field trips. It should be noted that the Shelley Elementary School seems to be doing an "outstanding job" in preparing teachers to do career education. Monthly reports and descriptions of inservice programs seem well organized and could possibly serve as models for other school districts. All school districts conducted inservice training for teachers with most of the inservice coming early in the year. Schools reporting inservice training for teachers during the months of March, April, and May included: (1) Shelley Elementary School, (2) Aberdeen Elementary School, (3) Groveland Elementary School, (4) Johnson Elementary School, (5) Moreland Elementary School, and (6) Riverside Elementary School. It was known by various members of the evaluation team that other elementary schools had developed and implemented career centered inservice training for teachers, but had failed to report it on their monthly reports. It was the impression of the evaluation team that this portion of the objective was adequately fulfilled.

5. K-3 grade teachers and administrators will have developed an all school career education plan and will implement it.

Visitations to schools and discussions with principals and building coordinators suggest that schools have developed and implemented their building plans on career education. Seed monies from mini-grants aided in the implementation process. Mini-grant funds were used to purchase career education materials for the entire school, and in turn allowed for the implementation of building plans. All schools had building plans. These schools included: Stoddard, Stalker, Shelley, Moreland, Riverside, Johnson, Groveland, Fort Hall, Elmwood, and Aberdeen. Pingree-Rockford had some difficulties in getting their career education program off the ground, and never produced the quality of work that other elementary schools had done.

The third party evaluation team feels that this portion of the objective has been met.

OBJECTIVE II:

Sixty percent of students in grades 4-6 will have developed self-awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes and work values.

To assess the objective, it required of the third party evaluation team to examine the (1) specific component aspects of it and (2) those concepts alluded to in the objective, and then, to draw inferences which suggest the degree to which the objective has been met. Variables evaluated included:

1. SIXTY PERCENT OF 4-6 GRADE STUDENTS WILL HAVE INCREASED THEIR KNOWLEDGE ABOUT THE WORLD OF WORK.

FINDINGS:

Table VI identifies the $\bar{x}$ scores, along with other descriptive variables, and the number of sixth grade students at Riverside Elementary School who were administered the Career Education Questionnaire (CEQ) to aid in the identification of the impact of career education on student acquisition of career knowledge. A discussion of the results follows:

TABLE VI , CEQ, Career Knowledge, Sixth Grade Students

	Pre-CEQ	Post-CEQ
No. Cases	42	42
$\bar{x}$	28.73	28.19
SD	2.86	2.79
High Score	45	39
Low Score	17	12
Range	38	27

Forty-two sixth grade students were administered the CEQ on a pre and post basis. They obtained a pre-test mean of 28.73 and a post-test mean of 28.19 with SD's of 2.86 and 2.79 respectively. Even though $\bar{x}$ scores did not change significantly, a slightly smaller SD on the post-test implies lesser variance of performance than in the pre-test. This is substantiated somewhat when one examines the range of scores in the pre and post test. This suggests that student performance was not as erratic or inconsistant as in the pre-test.

The general impression that one perceives when examining the CEQ data was that there was not a significant increase in student job knowledge acquisition. Students didn't increase their knowledge about paid and unpaid work, about those factors influencing job success and satisfaction, and about different types of work. As a result, objective number one (in part) has not been met.

2. GRADE 4-6 LEVEL STUDENTS WILL DEMONSTRATE IN WRITING (A) WHAT IS AN INTEREST AND (B) HOW INTERESTS ARE RELATED TO THE WORLD OF WORK.

FINDINGS:

A. What is an interest?

Forty-two students were administered a questionnaire which asked them to define the concept of an interest as it relates to career awareness. Results suggested that forty of forty-two students were able to define in writing what an interest is. Typical replies to the question included (1) something you like, (2) you like to do something, (3) something I like doing vs. a dislike of something, and (4) something is exciting to do. Perhaps, these definitions of an "interest" are not valid in the truest sense of the word, but the definitions do suggest to us how students have conceptualized the term interest. Students do have an understanding of the term, and can manipulate the concept in writing. Therefore, members of the third party evaluation team believe that this aspect of the second object has been achieved.

B. What is the relationship between interests and the world of work?

Forty-two students were administered a questionnaire which asked them to demonstrate in writing the relationship between interests and the world of work. What the evaluators were searching for was how students were able "to link together" these concepts. Only thirty of forty-two students answered the question adequately. Acceptable answers included (1) you work at what you like to do, (2) interests help you to decide your future, (3) you can have interests that relate to many jobs, and (4) if you dislike your work you do your job poorly. Non-acceptable answers included (1) you achieve your interests, (2) making money is an interest, (3) interests are your good personality, and (4) I don't know. Twenty-nine percent of the sixth grade students sampled were unable to respond correctly to this portion of the questionnaire. However, since seventy-one percent of the sampled students answered the question correctly, the third party evaluation team believed that this portion of the second objective was met adequately.

3. GRADE 4-6 LEVEL STUDENTS WILL DEMONSTRATE IN WRITING (A) WHAT IS A VALUE AND (B) HOW VALUES ARE RELATED TO THE WORLD OF WORK.

FINDINGS:

A. What is a value?

Forty-two sixth grade students were administered a questionnaire which attempted to assess this question. Thirty-five students answered it correctly. Typical acceptable replies were (1) something very important, (2) you like something, (3) it's worth something, and (4) something you treasure. Even though these descriptions were broad ones, it was felt by the third party evaluation team that they were acceptable. Non-acceptable answers included (1) you like it, (2) you do it, (3) money, and (4) don't know.

A fine line existed between acceptable and non-acceptable answers, and the evaluators attempted to look at the total context of a student's reply to the question before accepting or rejecting it. Sometimes it was very difficult to place a reply in one category or another. In such cases, the evaluators waited one or two days before making a decision. It was hoped that by following this technique time was made possible for the evaluators to reflect accurately on a given reply. We hoped that this would eliminate any impulse decision-making on our part.

Since eighty-five percent of the sample answered this question correctly, the third party evaluation team felt that this portion of the objective was met.

B. What is the relationship between values and the world of work?

Forty-two students answered a question concerned with that concept. Thirty-two students were able to demonstrate an acceptable relationship between values and the world of work. Acceptable replies to our question included (1) you work to help others, (2) if you work you tend to take an interest in the world, (3) values help you at work, (4) you work to get money, (5) you can be happy with your work, and (6) work benefits everyone. Students produced a wide variety of acceptable answers. Non-acceptable answers included (1) work is only for some people, (2) we don't have to work, (3) I don't know, and (4) you work because you have a good personality. Again, the evaluators encountered some difficulty with ambiguous responses in terms of either accepting or rejecting accurate replies to the question. And, again, time and reflection proved to be an asset. It was believed by the evaluation team that responses were accurately classified.

The evaluation team felt that this part of the second objective was met since seventy-six percent of the students sampled answered it correctly.

4. GRADE 4-6 LEVEL STUDENTS WILL PARTICIPATE IN A WIDE VARIETY OF CAREER EDUCATION ACTIVITIES INCLUDING (1) AWARENESS AND SELF-ESTEEM, (2) COMMUNITY CAREER RESOURCE PERSONS, (3) FIELD TRIPS, AND (4) SELF AND JOB EXPLORATION.

FINDINGS:

Matrix B identifies and enumerates the schools, teachers, students and learning processes and practices linked to the instructional units for grades 4-6.

MATRIX B: INSTRUCTIONAL UNITS - 4-6

	School	No. Teachers	Activities SA-CA-RP-F+	No. Students
1.	Aberdeen	3	3- 4- 2- 2	150
2.	Elmwood	3	1- 3- 1- 0	50
3.	Fort Hall	3	3- 4- 4- 0	80
4.	Groveland	5	4- 9- 4- 1	250
5.	Johnson	5	12-14-23- 0	120
6.	Riverside	No monthly reports received.		
7.	Shelley	5	8- 8- 1- 2	425
8.	Stoddard	4	5- 9- 1- 0	325
9.	Stalker	8	Not Labeled	400
10.	Wapallo	3	13-13- 3- 0	100
	Totals	39	49-64-39- 5	1900

SA=Self Awareness, CA=Career Awareness, RP=Resource Person, F+=Field Trip

Data for Matrix B was obtained from monthly career education reports turned into the evaluation team. It should be noted that there existed some inconsistency on the part of several school districts to complete the reports. Therefore, a possibility exists that this matrix is not an accurate reflection of what kinds of career education activities and how many teachers and students actually participated in this aspect of the project. If anything, it is an underestimation of what actually occurred. Reasons that some building coordinator stated for not completing the monthly reports were: (1) teachers didn't keep an accurate report of what they had done in career education, (2) it was a bore to maintain such records, and (3) record keeping was time consuming.

As such, what follows is only a limited reflection of what actually occurred in some aspects of the career education project in the upper primary grades (4-6 grade levels).

Matrix B sums up some of the schools that were attempting to maintain career education learning-activity records. Schools submitting monthly reports included: Aberdeen, Elmwood, Fort Hall, Groveland, Johnson, Riverside, Shelley, Stoddard, Stalker, and Wapallo. Approximately forty upper primary grade school teachers designed more than 150 career education learning experiences. These activities were designated for use by more than 1900 upper primary grade students. The majority of learning experienced centered on career awareness, self awareness, and resource people activities. There were few field trip activities planned for students. For the latter activity, field trips were restricted because of high costs for transportation.

On site visitations suggested that upper primary grade level teachers were sincerely interested in career education concepts and were attempting to do career education by integrating it into the entire curriculum. This was especially true of staff members at Moreland Elementary School.

Based on the preceding data, it only seems reasonable for the third party evaluation team to believe that this portion of the objective was met. Students participated in a wide variety of career awareness and self-awareness activities and heard a wide variety of career speakers. But, they experienced few field trips.

Objective III. Sixty percent (60%) of junior high school students will explore career, explore self, make some tentative decisions about self and careers and participate in further exploration of careers or career clusters.

1. 60% of junior high school students will explore self and career fields.
   a. Have students increased their ability to develop career plans about themselves in relation to the world of work?
   b. Have students increased their knowledge about the world of work?

FINDINGS:

Pre and post administration of the Assement of Career Development was undertaken on a sample consisting of forty-six (46) ninth graders at Snake Rive Junior High School.

At the crux of the assertion that junior high youngsters would, through exposure to the career education program, gain knowledge pertaining to themselves and to the world of work, lies the anticipation that the program would have a measurable impact on these young people in terms of capacity to make judicious decisions for themselves relating to future occupational disposition. In sum, the career student should, as a result of the program, have increased the capability to plan wisely in terms of future job prospects; not just for himself, but for situations of others as they are cast upon him. Data processed for results of the A.C.D. yielded gains for the sample in job knowledge eventuating in a t equal to 5.159. Additionally, a t of 2.809 was obtained for career planning knowledge. Both these results could have been obtained by chance fewer than one in one thousand times.

The question, of course, remains as to whether a comparable group without exposure to a career education program could have experienced like increases. Every study of which this writer is aware after ten years in the business of statistical inference suggests an answer of, "no." Had the results of the study yielded a probability that such gains could have occured twenty, ten, even five times in one hundred by chance, this evaluator would be inclined to greater consiousness. But when the possibilities for chance to operate climb into the thousands against being operative, a rather firm conclusion evolves that the results were caused, and caused by the program's impact.

2. 60% of junior high students will make tentative career decisions.

FINDINGS:

One hundred percent (100%) of the students at Snake River Junior High have made tentative career choices. Likewise, one hundred percent (100%) have a career choice provisionally identified at Shelley Junior High. All eighth graders at Firth have made this decision, but very few seventh graders have determined a choice (5%). Blackfoot Junior High has not been involved in this arena. Overall, there was fifty percent (50%) success in bringing all junior high students to tentative career choices.

3 a,b: Building Plans

FINDINGS:

Buildings plans were collected and over the course of the year, activities regarding plans were monitored.

Blackfoot, Shelley, Snake River and Firth Junior High Schools have constructed and implemented career education building plans. Outcomes of implementation specifically dealing with students' activities are treated in part five (5) of this section.

3c: Guidance Personnel Will Assist Teachers

School guidance personnel will assist teachers in the development of the activities for self-assessment and selection of a career or career cluster for in-depth exploration.

FINDINGS:

The intent of the evaluation team was to audit teachers to determine the degree to which school counselors helped them to career education activities. A representative of the evaluation team held conferences with three of the junior high counselors to determine how they had helped or assisted the teachers in their buildings. These responses were combined with the senior high counselors' responses and developed into a questionnaire which was sent to junior high teachers who were involved in the career education project. These teachers were asked to rank each area on a 5-point scale with 5 being high or to mark "Doesn't Apply."

The results of the questionnaire were tabulated and Table VII reflects the results. The mean score from each school is presented.

The results of the questionnaire in Table VII reveals that junior high counselors are not meeting average ratings. The table shows the majority of ratings are below average of three. Teachers at Blackfoot indicate their counselor has not attended any career workshops as he is new this year. Counselors at Shelley and Firth received high ratings and they are also building coordinators. One aspect of these data may be inaccurate in its implication. Where the counselor is not the building coordinator, teachers are, to a degree, unaware of the counselor's role in the project. It is the impression of the evaluation team, based on various interactions with these counselors, that much was done by them while it was low in visibility for teachers.

3d: Mini-grants.

FINDINGS:

Firth Junior High stressed acquisition and use of equipment in their grant. Audio-visual equipment and materials were procured, as were a number of kits dealing with job experience and self-awareness. These were utilized to the criteria stipulated in the grant. Likewise, Blackfoot and Snake River Junior Highs procured and utilized audio-visual adjuncts to the career explora-

TABLE VII

DEGREE TO WHICH THE JUNIOR HIGH COUNSELOR ASSISTED TEACHERS IN CAREER ACTIVITIES

1975 - 76

	Snake River	Blackfoot	Firth	Shelley	Mean Total
1. Provides career materials	2.8	1.5	4.5	3.0	2.3
2. Acts as career education consultant	1.3	2.0	4.0	2.3	2.4
3. Provides career resource center	2.9	1.5	5.0	4.0	3.4
4. Resource person in areas of counselor training	3.0	1.8	4.7	4.0	3.4
5. Provides in-service training on career education program	1.3	1.5	3.7	4.3	2.7
6. Organizes a community resource pool	1.3	1.0	4.0	2.0	2.1
7. Consults with teachers on student needs	1.8	2.6	4.3	4.3	3.3
8. Gives and interprets vocational tests	2.9	1.5	4.0	4.0	3.1
9. Instructs teachers how to use tests	1.5	1.2	3.0	4.0	2.4
10. Arranges and assists in career days or fairs	1.3	1.0	4.0	3.0	2.3
11. Establishes hands-on experiences	1.1	---	3.0	2.0	2.0
12. Assists in hands-on experiences	1.3	1.0	4.3	2.5	2.3
13. Makes surveys and follow-up studies available	1.9	1.0	3.0	2.5	2.1
Number of teachers responding	8	6	3	3	20

tion process to the criteria stipulated. Whereas Shelley Junior High purchased films and camera equipment and used them four times, a fire in the building ruined all this equipment and no use will be forthcoming until replacement can take place.

3e: Positive Attitude After Workshop

A questionnaire was disseminated to all workshop participants. Their responses to this inquiry constitute the source of data that follows.

Of those attending workshops held August 4 through 15, 1975, forty-four (44) were teachers, fourteen (14) were administrators and three (3) identified themselves as building coordinators. No counselors were recorded as being in attendance. Of these sixty-one (61) people, seventeen (17) attended sessions August 4, eighteen (18) on August 5, thirty (30) on August 7, thirty-one (31) on August 8, thirty-five (35) on August 12, with sixteen (16) attending all sessions. Eighteen received academic credit while forty-two elected not to take the credit option, leaving our respondant not reporting his option.

Respondants to the questionnaire were asked to what extent workshop activities fulfilled their expectations. Seven (7) reported that activities should be ranked "five" on a five-point scale as exceeding their expectations. Seventeen (17) ranked the activities "four", twenty-seven (27) ranked activities "three" (neutral), seven ranked activities "two" (not coming up to their expectations, and four (4) ranked activities "one," as low as they could be ranked. Reasons proferred for determinations on the positive end of the continuum included helping in classroom planning, developing workable building plans, acquisition of new activities, and being motivated to implement career education concepts. Negative comments suggested that speakers were not as effective as in years past, pointed to poor organization, and in at least one instance, no speaker arriving for the scheduled session, at all. Everything considered, comments seemed to distribute themselves rather normally between positive and negative extremes and attitudes seemed to coincide with expectations. In all instances, respondants split essentially half-and-half on the subjects of whether or not workshops offered new insights, spoke to important issues, were clear and understandable, and used interesting materials of a pragmatic nture which maintained interest. Respondants did appear to underwrite their expectations as having immediate applicability; and, additionally, felt that what was presented cohered rather well.

4. Teacher Participation in Career Education in-service

FINDINGS:

Snake River Junior High, Firth Junior High and Shelley Junior High have had all teachers participate in three in-service career education sessions. Blackfoot Junior High has had no sessions.

5. By May 30, 1976, 60% of junior high students will have participated in the following during the school year:

   a. at least three (3) self-awareness activities designed for self-assessment, and in decision-making for ninth grade students.

   b. at least one (1) in-depth exploration of a self-selected career or career cluster.

   c. at least three (3) hands-on career exploration experiences.

   d. at least two (2) activities involving the community (business, industry, government or labor). This could be through people in the world of work coming to the classroom or students going on a field trip.

   e. at least three (3) classroom career information-exploration activities or units related to classroom subject areas.

FINDINGS:

Due to different data collection procedures, first findings related to items a, b, d, and e will discussed. Then, finally, the business of hands-on experiences will be treated.

a. Snake River Junior High reported two-thirds (66%) of all students had experienced at least three (3) self-awareness activities during the year. Firth, in turn, reported five (5) such activities at the eighth grade level and seven (7) at the seventh grade level. Overall, records indicated that ninty-five percent (95%) of students at the junior high level at Firth had easily met the objective's minimum. Shelley Junior High reported forty percent (40%) of all students had met the minimum criterion, with Blackfoot reporting greatest success having one hundred percent (100%) of students meeting the criterion.

b. As above, Snake River reported two-thirds of all students had experienced at least one (1) in-depth exploration activity pertaining to self-selected careers or career clusters. Firth, however, reported only the eighth grade had any such activities (the seventh grade having none); the effort at the eighth grade level affected sixty percent (60%) of these students. Shelley Junior High identified seventh graders (all of them) as having had an in-depth activity, however none of the other grades engaged in this activity. This results in thirty-three percent (33%) success for Shelley in meeting the minimum criterion. As for the first category above, Blackfoot experienced one hundred percent (100%) participation in the in-depth exploration activities.

d. Pertaining to success with community involvement, Snake River documents the fact that all ninth graders had two involvements, with other grades remaining uninvolved. This yields a thirty-three (33%) success rate. Firth reported ninty-five percent (95%) participation at the eighth grade level, and no participation at the seventh grade level. This yields an overall percentage rate for participation to criterion of fifty (50). Shelley's report is difficult to translate to a referent appropriate to the criterion. They reported one hundred percent (100%) participation in one activity, but thirty-three percent (33%) participation in a second activity. Based on combined proportions, this results in a sixty-six percent (66%) success rate re criterion. Blackfoot documents one hundred percent (100%) participation for all grades in at least three (3) community activities.

e. In the arena of career informaiton-exploration activities, Snake River reports one hundred percent (100%) participation in three such experiences at the ninth grade level with ten percent (10%) participation in at least three activities at the other grades. This, on the basis of combined proportions, indicates a fifty-five percent (55%) success rate against a sixty percent (60%) criterion. Firth reports a fifty percent overall success rate, with a replication of the above situation where one hundred percent (100%) at the seventh grade level met criterion; and none met criterion, nor were even exposed to one such experience at the eighth grade level. Shelley reports all seventh and eighth graders met criterion yielding a sixty-six percent (66%) success rate against the three experience criterion. Blackfoot enjoyed a seventy-five percent (75%) involvement rate versus the sixty (60) percent.

c. Hands-on exploration - PACE

The PACE Center was remodeled to serve as a "work samples lab" for 1975-76. The lab provided six (6) work samples i.e. 3 in things and 3 in data. There are twelve work stations in the Mobile Unit and accomodates a corresponding number of students for a one day experience.

In working with THINGS students -

1) handled and packed household items

2) manipulated tools

3) used instruments in precision measurements for drawing a template of a duct

In working with DATA students -

1) sorted mail according to ZIP Code

2) computed change, filled out forms and computed rental charges

3) invented a solution by deciding which of 8 applicants for a job would be the best one to hire

The work samples provided an introduction to many occupations by illustrating basic principles which jobs have in common. These simulated job tasks provided students an opportunity to compare tasks required by different jobs and to ascertain which tasks they enjoy and can do well.

The Center was stationed at each of the five school districts and all 9th grade students were given the opportunity to participate. The following are the numbers of 9th grade students who participated from each of the five school districts:

Aberdeen	92
Blackfoot	365
Firth	82
Shelley	166
Snake River	156
TOTAL	861

Observations and review of student evaluation forms seems to support the completion of the following objectives of the PACE-Center:

1) Ninth grade students did participate in six hands-on experiences through the work samples. These six experiences included three in working with things and three with data.

2) Students sampled work performed by actual workers in paid employment.

3) Most students observed were able to compare one job task with another. Survey reports showed the jobs they enjoyed the least, which was easiest to perform and hardest to perform.

4) The work examples in many cases were formed in tasks performed by local workers.

OBJECTIVE IV:

1. The Career Development Inventory (CDI) was administered to selected high school students of Snake River High School who were participating in the Bingham County Career Education Project. A total of thirty-six male and female students were administered the CDI. Results of the tests were categorized into one of three areas: (a) planning orientation, (b) resources for exploration and (c) information and decision making. A discussion of the findings follows:

FINDINGS:

(a) Results of Subtest: Planning Orientation

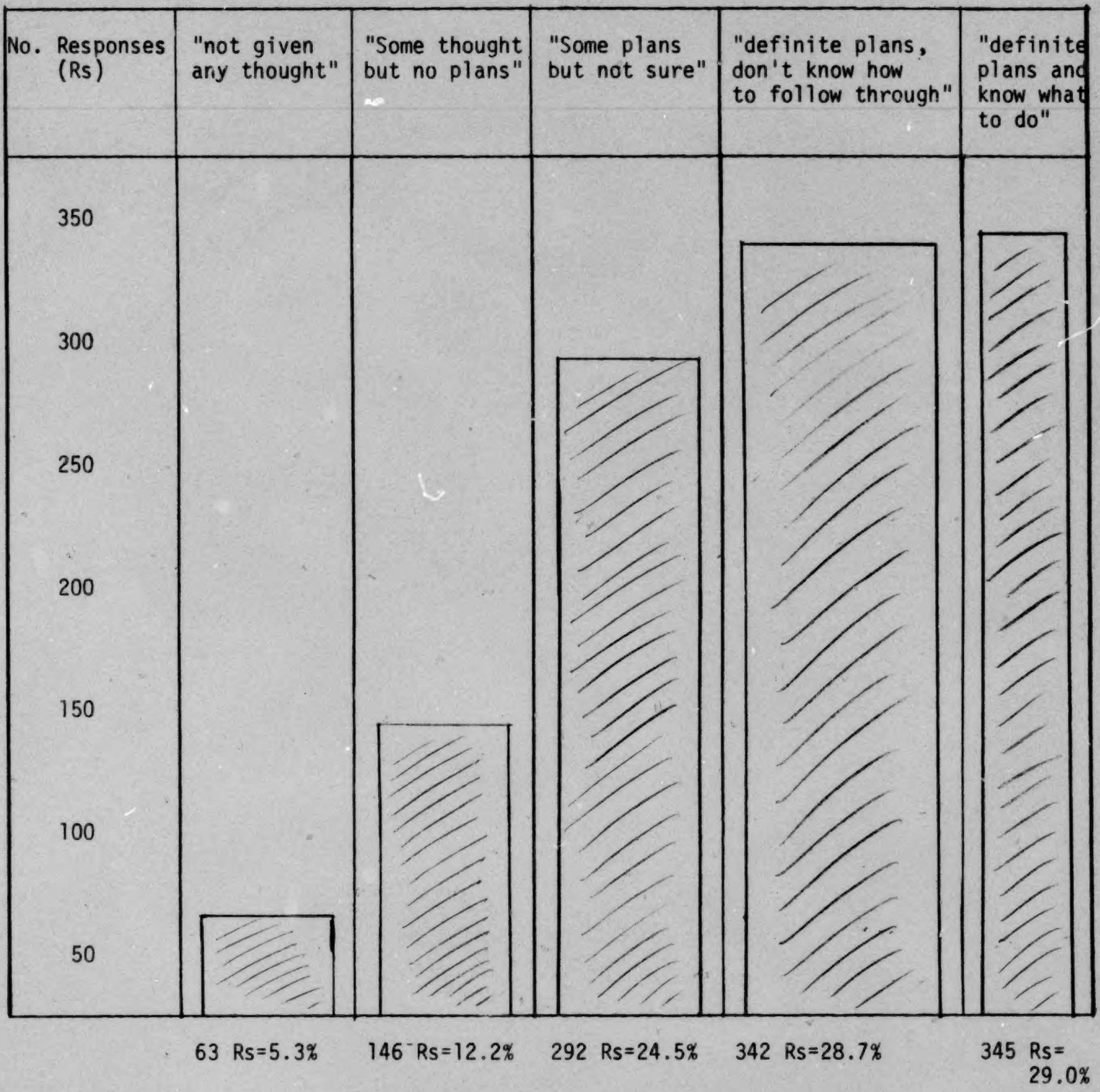
Matrix A provides the reader with an overview of the manner in which senior students answered a wide range of questions concerned with planning for the future. The matrix provides the reader with the number of students in our sample and the percentage of them responding in one of five ways to each question. This information is found in matrix cells for each of thirty-six questions concerned with planning for the future.

To assist in the ease of the interpretation of this data, it is also presented for the reader in terms of a graph (CDI graph). An interpretation of it follows.

CDI, MATRIX A

Response (R)	"Not given any thought"		"Some thought but no plans"		"Some plans but not sure"		"Definite plans don't know how to carry them out"		"Definite plans and know what to do"	
Question #	No. R	%	No. R	%	No. R	%	No. R	%	No. R	%
1.	2	5%	3	8%	11	30%	5	13%	15	41%
2.	1	2%	8	22%	3	8%	7	19%	16	44%
3.			6	16%	6	16%	3	8%	21	58%
4.	1	2%	5	13%	4	11%	7	19%	19	53%
5.	2	5%	5	13%	9	25%	2	5%	19	53%
6.	2	5%	6	16%	9	25%	5	13%	14	38%
7.	3	8%	7	19%	6	16%	5	13%	15	41%
8.	3	8%	6	16%	7	19%	6	16%	14	38%
9.	2	5%	1	2%	8	22%	7	19%	18	50%
10.	8	22%	5	13%	10	27%	3	8%	10	27%
11.	2	5%	4	11%	11	30%	10	27%	10	27%
12.	2	5%	6	16%	10	27%	7	19%	13	36%
13.			1	2%	6	16%	11	30%	18	50%
14.	3	8%	2	5%	15	41%	8	22%	8	22%
15.					13	36%	16	44%	7	19%
16.			1	2%	13	36%	17	47%	5	13%
17.			1	2%	15	41%	14	38%	6	16%
18.			1	2%	9	25%	18	50%	8	22%
19.	3	8%	1	2%	7	19%	16	44%	9	25%
20.			4	11%	8	22%	13	36%	11	30%
21.	1	2%	4	11%	6	16%	22	61%	3	8%
22.	1	2%	2	5%	6	16%	13	36%	14	38%
23.	2	5%	4	11%	12	33%	15	41%	3	8%
24.	3	8%	8	22%	13	36%	9	25%	3	8%
25.	1	2%	5	13%	9	25%	15	41%	6	16%
26.	2	5%	6	16%	6	16%	14	38%	8	22%
27.	2	5%	5	13%	7	19%	13	36%	9	25%
28.	2	5%	3	8%	7	19%	13	36%	11	30%
29.	1	2%	4	11%	5	13%	13	36%	12	33%
30.	2	5%	7	19%	9	25%	12	33%	6	16%
31.	3	8%	8	22%	12	33%	9	25%	4	11%
32.	6	16%	11	30%	9	25%	6	16%	4	11%
33.	3	8%	6	16%	11	30%	10	27%	6	16%

CDI GRAPH


No. Responses (Rs)
"not given any thought"
"Some thought but no plans"
"Some plans but not sure"
"definite plans, don't know how to follow through"
"definite plans and know what to do"
350
300
250
200
150
100
50
63 Rs=5.3%
146 Rs=12.2%
292 Rs=24.5%
342 Rs=28.7%
345 Rs= 29.0%

1) Of our sample population of high school senior students, only a small percentage of them (5.3%) have not given any substantive thought to what they will do in the future. This suggests that better than 90% of our sample have devoted some of their efforts to thinking about the future.

2) Of our sample population, 12.2% of senior students have given some thought to the future but have not developed any plans. Perhaps, one problem here is that these students have not been assisted in learning how to make career plans or plan for the future. This suggests in part that senior high school counselors have not been effective in career development practices with these students. And, a question that should be raised is: Why didn't high school counselors do career guidance and counseling in Bingham County High School when one major thrust of the BCCEP was job placement and career development?

3) Of our sample population of high school senior students, 24.5% of them have made some plans for the future but were not "sure of them." This suggests, of course, that in part, high school counselors didn't aid students in developing, clarifying and implementing career plans. Such a practice most certainly must be a responsibility of school counselors since educational and career planning are major responsibilities of their job roles. To have nearly a fourth of our sample "not sure of their future plans" is indicative of what counselors have not been doing with senior high school students.

4) Of our sample population of high school senior students, 28.7% of them had definite career plans but didn't know how to follow through on them. It is not only important that students know how to make career plans but also that they know how to implement them. This should have been a major responsibility of school counselors. Why did they fail to do their job?

It should be noted that up to this point in our interpretation of data from our sample population, approximately 70% of senior high schools have given some thought to their future but do not know how to adequately develop career plans or implement them. The evaluation team can only speculate as to the reasons why school counselors have failed in this area. Naturally, we make the assumption that career planning and implementation with students is a major function of the senior high school counselor.

5) Of our sample population of high school senior students, 29% of them had made definite career plans and knew how to implement them. This is a plus for the BCCEP. Hopefully, school counselors had a direct effect or impact in this area.

(b) Results of Subtest: Resources for Exploration

Table VIII provides the reader with data concerned with pre and post test information from our sampled group of senior high school students relative to growth in knowledge concerning the use of information in career development and planning.

TABLE VIII

CDI, RESOURCES FOR EXPLORATION

	x	No. Students
CDI Pre	277	36
CDI Post	268	36
Gain	-9	

Data suggest that no gains were made by our sampled students. It doesn't seem possible for students to know more about a process before going through a specific program than after. But, this is what our data seems to suggest. Sampled senior students did not demonstrate any career knowledge gains as a result of the BCCEP.

(c) Results of Subtest: Information and Decision Making

Table IX provides the reader with data concerned with pre and post test information from our sampled group of senior high school students relative to growth in the use of information in decision making.

TABLE IX

CDI, INFORMATION AND DECISION MAKING

	x	No. Students
CDI Pre	16.9	36
CDI Post	19.1	36
Gain	+3	

Data suggest that sampled senior high students made some gains, although limited ones, as a result of the BCCEP. The gains were not significant. This is another asset for the BCCEP. Students have demonstrated an increase in their ability to use information in career decision making processes.

Conclusion:

Data suggested that approximately 70% of the sampled group of senior high students have not made firm career plans for the future. Therefore, the evaluation team suggests that this portion of the fourth objective has not been adequately achieved.

2. Development and implementation of building plans for career education.

FINDINGS:

Building Plans.

Four of the five high schools formulated building plans. They are Blackfoot, Firth, Shelley and Snake River. In previous quarterly reports (i.e., March 20, 1976, page 39) there was the indication that three of the four were proceeding nicely to achieve the objectives of the building plan (Blackfoot, Firth and Snake River). The other school (Shelley) had formulated a plan.

A review of the plans of May 1, 1976 indicates that all four schools have building plans and have satisfactorily met the objectives of said plans. While some plans seem to be more innovative and progressive than others it can be generalized that the four schools, aforementioned, have met the objectives of the building plans as formulated and approved.

At Blackfoot the Building Plan focused on a number of objectives for students in grades 9-12. A number of the objectives were obtained by the publication and implementation of "Career Education for the BHS Student Body" which is a sheet on which all students will plan their schedules with a self-awareness of the importance of career selection. The building plan also incorporated many of the objectives of the BCCEP and are evaluated elsewhere in the general objectives.

At Firth there was a combined Junior/Senior High School Building Plan. This plan gave objectives, the responsibility to be assumed for the achievement of these objectives and the formulated activities to accomplish the goals. As elsewhere noted the building plans seemed to progress nicely although many of the objectives were also a part of the overall BCCEP and evaluated elsewhere in the project.

Shelley was late (February 25) in formulating a Building Plan. It follows, however, the basic concept of the proposal. In conversation with the building coordinator and the counselor the objectives as listed are those "common sense" objectives to be desired and hopefully achieved in most any school interested in the welfare of the student.

Snake River High School made a committed effort to acheive the objectives of their building plan. Their building plan contained in-service activities for teachers, which they reached, the follow-up of graduates to see if there could be curriculum improvement, (this is an on-going process and will improve with experience) as well as other stated objectives.

3. School guidance personnel and career project personnel will assist teachers in providing students these activities and experiences.

   a. career information and activities designed for career exploration,
   b. value clarification and/or a self awareness experience,
   c. hand-on career exploration experiences,
   d. research of printed and audio-visual materials related to students' intended career or career cluster
   e. one-to-one student-worker interviews and job observations
   f. decision-making for selecting a career goal,
   g. developing a career plan for achieving the career goal,
   h. some affirmative action for carrying out the career plan.

FINDINGS:

As the intention of the evaluation team was to audit guidance personnel, a representative of the team held conferences with a counselor from each high school to determine how they helped or assisted teachers in providing students with activities and experiences in the above listed eight areas. From these responses a questionnaire was developed encompassing the counselors' responses. These questionnaires were sent to teachers in each high school to determine to what degree the counselor was effective in that school. Each area was ranked on a five point scale with one being low to five being high or "doesn't apply."

Upon completion of the questionnaire, the results were tabulated and Table X reflects the results. The mean score from each school is presented.

4. Develop and administer mini-grants.

FINDINGS:

Three of the five high schools formulated mini-grant plans. They are Blackfoot, Firth, and Snake River. Shelley did not see the need for a mini-grant and Aberdeen, through a number of personnel changes, simply did not get the program underway in time for the formulation of a mini-grant. In the three high schools which have the mini-grants, Blackfoot, Firth, and Snake River, the objectives of the mini-grants have been met. The objectives were as follows:

In Blackfoot, the focus was on the teachers of Blackfoot High School to acquaint the teachers with post-secondary educational institutions in the area as well as possible careers for young people in the immediate geographic area. Workshops and visits were conducted by Mrs. Lish, the building coordinator.

At Firth, the focus was on the purchasing of career oriented materials and the use of these materials by students. These materials were purchased and used as the proposal called for.

At Snake River, the main focus was to enroll approximately 75 students in four-nine week mini-courses in career education. This was done with the appropriate objectives as the focus for the course.

5. Presentation of Career Exploration Activities A, B, C. By May 30, 1976, 60% of grade ten students will have participated in five activities; grade 11 in two activities and grade 12 in two activities as shown in Table XI. (Total of nine activities).

FINDINGS:

Blackfoot High School met or exceeded seven (7) out of the nine (9) objectives under Objective IV, A, B, and C. On the two objectives not met there was activity by Blackfoot High School on the two and their activity was sufficient to meet the objective but it was applied at a different grade level than that stated. Overall there seemed to be both an interest and committment to the project from Blackfoot High School as related to these specific objectives.

Firth High School met or exceeded seven (7) out of the nine (9) objectives under Objective IV, A, B, and C. On the two objectives not met there was activity and as in the case at Blackfoot the activity was at the 11th and 12th grade levels instead of the 10th. Over-all there seemed to be both an interest and committment to the project from the Firth District.

Snake River High School met or exceeded eight (8) of the nine (9) objectives under Objective IV, A, B, and C. On the one they did not meet they had 50% of the students preparing a personal resumé at the 12th grade instead of the stated 60%. However, they were approaching the achievement of this objective and most likely met it since evaluation was done approximately one month prior to the close of the school year. Again, Snake River High School exhibited strong interest and committment to the project as for Objective IV, A, B, and C.

Aberdeen High School met four (4) out of the nine (9) objectives under Objective IV, A, B, and C. Aberdeen High School had a change in personnel and the project did not have a chance as with the other schools. There were new personnel at the start of the year and the personnel changed again at the end of the year.

Shelley High School achieved five (5) out of the nine (9) objectives under Objective IV, A, B, and C. One other objective was almost achieved by Shelley High School.

In the five high schools on Objective IV, A, B, and C, 31 out of a possible 45 (total count) objectives were met. In addition, several (approximately three additional) were nearly met. Overall, the group of schools as a whole averaged (mean score) six + out of nine objectives reached on this particular set of objectives.

One school, Snake River, for all intent and purpose, achieved all of the objectives. The high school achieving the smallest number of objectives, Aberdeen, had drastic change in personnel and problems as a reason for not achieving more in this area.

Activity was noted in all but a few of the objectives (out of a possible 45 there was activity noted on 42 of the possible 45 items in the five schools). This points out activity in the overwhelming majority of activities as per objective. The three areas in which there was no activity were at Aberdeen High School.

5D.

In addition 60% of all high school students will have participated in at least three (3) of the following during the year.

The analysis of response to this objective is on display in the large chart for this activity.

The display will indicate that the objectives were met in four of the five high schools (Blackfoot, Firth, Shelley, and Snake River) and two of the three or more activities were met in the Aberdeen High School. However, when the total County Wide view is taken this objective (IV, 6D, 1-13) was met overall county wide.

TABLE X

DEGREE TO WHICH THE SCHOOL COUNSELOR ASSISTED THE TEACHER IN CAREER ACTIVITIES ON A 5-POINT SCALE WITH 5 BEING HIGH

1975-76

		ABERDEEN	BLACKFOOT	SNAKE RIVER	FIRTH	SHELLEY	TOTAL
1.	Provides career materials	4.8	2.0	3.2	3.3	2.5	3.2
2.	Acts as career ed consultant	4.2	1.9	3.5	3.7	1.0	2.9
3.	Provides career resource center	5.0	3.0	4.5	4.3	3.5	4.1
4.	Resource person in areas of counselor training	5.0	3.1	4.5	4.7	4.0	4.3
5.	Provides in-service training on career education programs	4.4	2.6	3.8	4.0	1.7	3.3
6.	Organizes a community resource pool	3.7	2.4	3.8	4.0	1.7	3.1
7.	Consults with teachers on student needs	5.0	3.4	4.0	4.3	2.0	3.7
8.	Gives and interprets vocational tests	5.0	4.2	4.5	4.7	3.7	4.4
9.	Instructs teachers how to use tests	4.4	2.4	3.7	3.7	2.0	3.2
10.	Assists in 3-year schedule for 10th graders	4.4	1.8	4.3	4.0	2.0	3.3
11.	Arranges and assists in career days or fairs	4.0	2.0	4.7	4.7	2.0	3.5
12.	Establishes hands-on experiences	3.8	2.3	4.0	3.0	3.0	3.2
13.	Sets up work study program	4.3	2.0	3.7	---	3.7	3.4
14.	Assists in hands-on experiences	4.6	2.2	3.8	3.7	3.3	3.5
15.	Makes surveys and follow-up studies available for use in developing curriculum based on students career needs.	4.8	1.9	3.8	3.3	2.0	3.2
	Random sampling from each school Number responding from each school	5	9	6	3	3	26

CHART A

PARTICIPATION IN CAREER EXPLORATION ACTIVITIES - GRADES 10, 11, 12

JECTIVE IV A. By May 30, 1976, 60% of 10th grade students will	Shelley High School - 4 of 7 reporting			Snake	River High - 8 of 9 Reporting		Aberdeen
	No. IV A,1	% of 10th graders	Other Comments	No.IV A,1	% 10th or Exceeds or Lacking	Other	
BJECTIVE IV, A-1 Completing and achieving an interest inventors	(1) 0	Lacking	No indication this yet done.	All indicated	Exceeds		89 for entire sch.
	(2)69	Lacking	38% by ½ year		+50 for all grades	Exceeds for yr.	2nd qtr.-7 of 30=20% and inadequate.
	(3) $\frac{30}{99}$	Approaching Objective	55%	Entire sch.	Exceeds 100%	Exceeds for yr.	90% in 3rd quarter meets 60% achieved for year.
BJECTIVE IV, A-2 Completing at least 3 hrs. of individual career exploration activities.	(1)40	25% and adequate for 1st report	For first reporting period 25% woald seem adequate.	(1)76	Adequate or Exceeds	Approx. 150 in total 10th grade.	No record kept on this for fall.
	(2) 0	No additional	25% is now inadequate	(2) $\frac{83}{159}$	Exceeds for yr. since about 150-160 in 10th grade.		
	(3) $\frac{66}{106}$	Acheived objective	60%	(3)	100% for year - exccds obj.		70 of 10th grades and hence exceeds objective of 60%
BJECTIVE IV, A-3 At least 3 teachers presented career exploration units or activities	(1)23	Exceeds	23 units and no. indicated would indicate exceeding objective.	(1)13	Possibly lacking	From information given one cannot be sure if these were for 12th or 10th grade. Sus-most for 12th.	No record kept on this for fall.
	(2) $\frac{35}{58}$	Exceeds	58 units explored	(2) $\frac{5}{18}$	avg. of 3 grades.		
	(3) $\frac{30}{88}$	Exceeds	88 units explored	(3) 3	21 units and this exceeds objective for year.		18 units for year achieves objective for year.
BJECTIVE IV, A-4 Making a tentaive or realistic career decision and declared a career goal.	(1) 2 (2) 3	Lacking obj.	Only 2 students, hence lacking.	(1)33 (2)51	Possibly Adequate	3 teachers participated in this activity	None at 10th grade level.
	5	Lacking	Only 5 at 10th gr. level.	84	represents about 50% of 10th gr.-more than adequate at this print.		
	(3)30	Lacking	20% achieved	(3) $\frac{16}{100}$	which exceeds	60%	None at 10th grade level and does not meet objective.
BJECTIVE IV, A-5 Writing a career plan for achieving the career goal	(1) 0	Lacking obj.	No plans written and hence lacks objective.	(1)13	Lacking	Only 1 teacher reporting indicated this act.	None indicated.
	(2) 0	Lacking obj.	No additional	(2) $\frac{35}{48}$	Lacking but approaching		
	(3) $\frac{8}{8}$	Lacking	5% of goal	(3) $\frac{16}{64}$	Achieves 60% for year		None at 10th grade level and does not meet objectives.
BJECTIVE IV, B By May 30, 60% of 11th gr. .3 units by teachers or activities	(1)23	Adequate	Including all gr. levels	(1)16	Adequate	Not clear how many for 11th	No record kept-fall.
	(2) $\frac{32}{55}$	Adequate	Includes (1st 32) only 11th	(2) $\frac{15}{31}$	for grades 10, 11 and 12		
	(3)	Achieved goal for year		(3) $\frac{9}{38}$	for 10-12--meets objectives		18 activities from Aberdeen and meets objectives.
2.Taken some action for achieving the career goal	(1) 0	Inadequate	No one responded to this.	(1) 0	Lacking	No response	None indicated
	(2) 0	Inadequate	No one responded for 11&12.	(2)48	about 40% approaching adequacy		
	(3) $\frac{30}{30}$	Did not achieve the objective-17%		(3) $\frac{12}{60}$	Meets minimum objective of 60%		No activities posted and does not meet objective.
BJECTIVE IV, C By May 30, 60% of 12th gr. .At least 3 presented career exploration units or activities	(1)20	Possibly adequate	4 out of 7 teachers respond.	(1)16	Adequate	Not clear how many for seniors	No record kept.
	(2) $\frac{19}{39}$	Adequate	5 responded on this item	(2) $\frac{15}{31}$	for all grades-most 11th ade.		
	(3)	Achieved objective		(3) $\frac{7}{38}$	for all three grades and objective most likely met		18 units for entire-all 3 grades not meeting obj.
Preparing a personal resume	(1)33	Exceeds obj.		(1) 0	Lacking	No response	A few business students still inadequate
	(2) $\frac{15}{48}$	Just about par.	Extimating 100 seniors, and 48 have.	(2) $\frac{23}{23}$	Repr. about but some activity	25%inadequate	
	(3) $\frac{30}{78}$	Achieved objective with 75%		(3) $\frac{25}{48}$	Repr. about 50% approaching but does not quite meet.		10 for 3rd qtr. but does not meet objective

CHART A

PARTICIPATION IN CAREER EXPLORATION ACTIVITIES - GRADES 10, 11, 12

JECTIVE IV A. By May 30, 1976, 60% of 10th grade students will	Blackfoot High School - 25 of 26 Reporting		Firth High School - 1 of 7 Reporting	
	No.IV A.2 % 10th Graders or Exceeds Objective	Other Comments	No.IV A.1 % 10th Graders or Exceeds Obj.	Other Comments
JECTIVE IV, A-1 Completing and analyzing an interest inventory.	(1)68 Lacking Obj.	Only 4 of 25 reporting indicated this activity with 2 of 4 indicating activities at other than 10th grade.	310* Exceeds	Firth reported all high school on this item.
	(2)$\frac{52}{120}$ Possibly about 40% more act.		This obj. reached for year.	
	(3)41 or 160 approx. 60% meets obj. for year.		Firth exceeded this objective at end of first quarter. Meets for year with 100% acquisition.	
BJECTIVE IV, A-2 Completing at least 3 hrs. of individual career exploration activities.	(1)55 Possibly lacking obj.	10 of 25 teachers reported these activities but most at grades other than 10th (i.e., 9, 11, 12)	** (1)80 Lacking	Firth indicated these were all 9th grade or before.
	(2)$\frac{87}{142}$ 48% more activity		(2)$\frac{170}{250}$ out of 300 for interest so should be more than adequate for yr. and each grade.	
	(3)216 or 358 which far exceeds 60% for year		Firth achieved this objective at end of second quarter.	
BJECTIVE IV, A-3 At least 3 teachers presented career exploration units or activities	(1)34 Possibly adequate at this point.	12 of 25 teachers indicated activity estimated only about half of 12 or 6 were at 10th grade level.	*** (1)10 Exceeds	Firth indicated 10 presentations for all students.
	(2)$\frac{73}{107}$ Difficult to as- a lotsess by reports. of act. seems adequate.		(2)$\frac{17}{27}$ for all grades (10, 11, 12)	
	Objective achieved for year at Blackfoot.		Firth achieved its objective for year.	
BJECTIVE IV, A-4 aking a tentative or real- stic career decision and declared a career goal.	(1) 3 Lacking obj.	Out of 25 teachers only 7 indicated activity in this area and only 1 at 10th gr. level.	(1)310 Exceeds	Firth reported all high school students.
	(2)$\frac{27}{30}$ Still lacking 10th grade.		(2)$\frac{0}{310}$ Exceeds for year.	
	Did not achieve for 10th grade-achieved for other grade levels.		Exceeds objective at end of 2nd quarter.	
BJECTIVE IV, A-5 Writing a career plan for achieving the career goal.	(1) 6 Lacking Obj.	Out of 25 teachers only 3 indicated activity and only 2 at 10th grade.	(1) 0 Lacking	No response
	(2) $\frac{4}{10}$Lack most act. at 11th and 12th gr.		(2) 0 Lacking	No response
	Lacking at 10th grade level but achieved at 11th and 12th.		(3)10 Lacking	Some activity but not enough to meet objective at 10th level.
BJECTIVE IV, B By May 30, 60% of 11th gr. .3 units by teachers or act.	(1)40 Possibly mtg.Oobj.	Not all activities were clearly identified for 11th or 12th.	(1) 0 Lacking	Only 1 of 7 reporting and this one no activities.
	(2)$\frac{90}{130}$ Most likely mt. maybe no. of students.		for all grades 2, 7 have been reported- this would average 9 per grade.	
	(3)120Far exceed obj. Total of 250 and far exceeds obj.		Meets objective for all four grades including 11th.	
.Taken some action for achieving the career goal.	(1)200Meeting Obj.	At this point of year a very (+) for objective	(1) 0 Lacking	No response to this item.
	(2) 5(+) for 2nd 9% 205/250=80%		(2) 4 Lacking with only (12) for entire school.	
	(3)70 or better than 80% mtng. obj.		(3) 16 or total of 20 11th graders.	
BJECTIVE IV, C by May 30, 60% of 12th gr. .At least 3 teachers presented career exploration units or activities	(1)40 Possibly mtg.obj.	Not all activities were clearly identified for 11th or 12th grades.	(1)10 Exceeds	10 activities by one teacher
	(2)$\frac{127}{167}$Exceeds for year. out of 200=84%		(2)$\frac{5}{15}$ student activities presented	
	Far exceed objective for year		Far exceeds obj. for yr. (5 inv. 100) rep. in 3rd qtr.	
.Preparing a personal resume	(1)147Meeting obj.	At this point of year a very (+) for objective.	(1) 0 Lacking	No activities reported
	(2) $\frac{79}{226}$"almost" 100%/yr.		(2) 0 Lacking	No activities reported
	(3)35 a 100% for year and exceeds objective		(3)12 Lacking	This objective about 20% inst. 60

CHART B

STUDENT PARTICIPATION IN THREE CAREER EXPERIENCES

addition 60% of all gh school students will ve participated in at ast three (3) of the llowing during the Year:	BLACKFOOT HIGH SCHOOL	FIRTH HIGH SCHOOL	SHELLEY HIGH SCHOOL	SNAKE RIVER HIGH SCHOOL	ABERDEEN HIGH SCHOOL
jective IV, 6D 1 Hands-on Career exploration	34%-Obj. Not Met	42%-Obj. Not Met	817 activities by 450 students-obj. met	62%-Obj. Met.	30%-Obj. Not Met
jective IV, 6D 2 Career planning with counselor	65% Obj. - Met	32%-Obj. Not Met	24% Obj.-Not Met	82%-Obj. Met.	50%-Obj. Not Met
jective IV, 6D 3 Decision-making and career planning with parents	30% Obj. - Not Met	25%-Obj. Not Met	14% Obj.-Not Met	33%-Obj. Not Met	20%-Obj. Not Met
jective IV, 6D 4 Career field trips to observe and talk to workers in their work settings	1% - Obj. Not Met	68%-Obj. Met	60% - Obj. Met	20%-Obj. Not Met	20%-Obj. Not Met
jective IV, 6D 5 Classroom activity with community (at least two)	2%-Obj. Not Met	64%-Obj. Met	861 activities by 450 students-obj. met	95%-Obj. Met	60%-Obj. Met
jective IV, 6D 6 Career mini-course or pre-vocational course	No activity reported	27%-Obj. Not Met	90%+ Obj. Met	50%-Obj. Not Met	33%-Obj. Not Met
jective IV, 6D 7 Work experience, work release, on-the-job training or cooperative work program	15%-Obj. Not Met	22%-Obj. Not Met	10%-Obj. Not Met	15%-Obj. Not Met	7%-Obj. Not Met
jective IV, 6D 8 Aptitude testing	60%-Obj. Met	46%-Obj. Not Met	90%-Obj. Met	67%-Obj. Met	30%-Obj. Not Met
jective IV, 6D 9 Meeting with post secondary, college, or apprentice personnel to gain information or career planning or re-planning	Objective Met	Objective Met	90%-Obj. Met	Objective Met	20%-Obj. Not Met
jective IV, 6D 10 One-to-one student-worker interview	1%-Obj. Not Met	15%-Obj. Not Met	5%-Obj. Not Met	37%-Obj. Not Met	15%-Obj. Not Met
jective IV, 6D 11 Career guidance activity designed for work value clarification self assessment or other appropriate experience	10%-Obj. Not Met	95%-Obj. Met	588 Activity for 450 Student-obj. met	98%-Obj. Met	30%-Obj. Not Met
jective IV, 6D 12 Completed again, one or more of the activities listed above for grade ten (#1) or eleven (#2)	Obj. Not Met	Objective Met	Objective Met	Objective Met	Objective Not Met
jective IV, 6D 13 Enroll in a vocational program	6%-Obj. Not Met	50%-Obj. Not Met	87%-Obj. Met	47%-Obj. Not Met	65%-Obj. Met

Objective V: There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for career education

METHOD OF EVALUATION: Registration in vocational classes will serve as the measurement of this objective.

FINDINGS:

A survey form was developed to obtain the number of students enrolled during the 1972-73 (base year of the project) and for 1975-76. Also, a personal contact was made with each high school principal and/or guidance counselor.

Programs being offered in the five high schools for 11th and 12th graders included:

Home Economics
Office Occupations
Multi-Occupations
Vocational Agriculture
Auto Mechanics or Industrial Mechanics
B.O.P. (Business Occupation - Mobile Van)
Building Construction

The following are the number of students reported enrolled in vocational programs for the years indicated:

TABLE XI

Enrollment in Vocational Classes
In Bingham County
Grades 11 & 12

School		1972-73	1975-76	Goal Achieved
Aberdeen		166	191	Yes
Blackfoot		332	388	Yes
Firth		62	81	Yes
Shelley		139	163	Yes
Snake River		201	189	No*
	TOTAL	900	1,012	

*The major reason for the drop in registration in vocational education courses was the screening of students in vocational agriculture to those interested in farming. (reduction of 32 students) Also the Multi-Occupations program changed from "classroom activities" to work "centered" activities which accounted for 10 student drop.

In summary, four of the five high schools showed at least a 10% increase in 11th and 12th grade students enrolled in vocational education over the base year. The fifth high school changed program or entrance requirements which caused a drop in enrollment; otherwise, the objective would have been attained. Overall, the enrollments for all schools increased 112 which is more than a 10% composite increase for Bingham County Schools.

Of special note was the increase in vocational offerings over the 3 year period among the Bingham County schools in Industrial Mechanics, B.O.P., and Building Construction.

The offering of Industrial Mechanics was a direct outcome of the cooperation of three school districts in leasing facilities and operating a new program for students. These same three districts are currently asking for voter approval to construct new facilities and expand program offerings. Advanced offerings in Business Occupations through the Mobile Unit was also directly attributed to the career project.

Objective V - 1: Mobile Vans, B.O.P.

a) The types of educational experiences provided to students.

The Business Occupations Program (B.O.P.) provides reality oriented experiences for students interested in business or related fields. Students apply skills learned from high school office occupations classes to operate a mortgage and loan company. Additional skills are taught in telephone techniques, supervision and management, secretarial, interest and principle to mention a few.

The program provides experiences on such equipment as transcribing magnetic card typewriters, regular typewriters, copying and other office machines.

The Company provides for seven positions:

- -vice president
- -executive secretary
- -post and tax clerk
- -receptionist
- -administrative assistant
- -cashier
- -insurance clerk

Students may elect to serve in each position during the time of enrollment. Each position has a packet of information for each position which includes a role description and manual of procedures.

The van is moveable and is scheduled to be located at four of the five county high schools. Prior to this activity the unit is located at all five schools for information and orientation purposes.

There was a total of 89 students participating in the activities sponsored by the career project as follows:

Shelley High School	- 12
Firth High School	- 12
Snake River High School	- 17
Blackfoot High School	- 36

Prior to participation, students are interviewed by the staff of the Regional Office of the Department of Employment.

b) Effects and value of the learning experience.

A survey eliciting the attitudes of students was administered to all exiting students. The survey results were complied for use by the instructor for program and process evaluation. The survey results were reviewed and analyzed by the third party evaluator. The following is a summary representative of the comments made by students from the four high schools:

- -B.O.P. helped me develop good work habits.
- -The program taught me responsibility in an office setting.
- -It helped me to understand my abilities, my likes and dislikes (toward office careers) and helped me know more what I want to do.
- -I gained more knowledge and greater appreciaiton for each position operated by the van.
- -It was hard at first but very enjoyable experience.
- -I learned by doing.
- -I was kept busy but learned a lot.

The B.O.P. teacher and high school office occupation teachers indicated reports from businesses where students worked part-time or full time after graduation were found to adjust to office routine and responsibility rather quickly.

Objective V - 2: Leasing Facilities for Vocational Education

The Career Education Project, in cooperation with the Bingham County Multi Project of Exceptional Children, jointly leased a facility to house programs in industrial education. The facility is 960 x 120 in size, metal construction with two shop areas, one classroom, office and storage. The cost of leasing is on a 2/3 - 1/3 arrangement with Career Education assuming the 2/3 cost.

The program enrolled students from three of the first school districts in 1975-76.

	FALL	SPRING
Snake River	12	11
Blackfoot	27	17
Firth	4	1
TOTAL	43	29

The instructor is new to the position this year and the entire curriculum has been revised with instruction included in the following areas:

1. Welding - O. & A, cutting
   - arc, basic
2. Engines: small, auto, diesel
   - electrical systems
   - fuels and emissions
   - power trains and dirves
   - vehicle control and supervision
   - tune-up
   - carburation
   - hydraulics (next year)

Objective V - 3: Coordination of Project Programs with Other Agencies.

a) Idaho Department of Employment

Heavy work loads and limited funds prohibit the department from providing extensive services to educational agencis. However, they report considerable contacts and cooperation with students and teachers seeking information (or placement) about careers and vocations.

Counselors employed by the department assist with testing and counseling of students. They cooperate with teachers in office occupation with part-time on the job placement. One high school has 22 students in 18 work stations for half time employment in the community.

One member of the department serves as the chairman of the Advisory Board for Office Occupations. This Board serves two school districts in the county. Also, assistance was given to a study for the Career Education Project in setting the curriculums for the continuation of the Multi-District Industrial Mechanics Program. The Exiting Committee which developed a report on the career plans and actual placement of graduates was assisted by the Department.

Prior to student participation in the B.O.P. Mobile Van, they were interviewed by a department employee.

Business classes in four county high schools received instruction on making applications, preparing resumés and personal appearance and grooming when seeking employment.

Community Education/Adult Education

The Director of these two programs reported the Career Education Project had cooperated with his programs by making the vocational facility available for night courses. Five classes had been held during 1975-76 school year in the facility and without charge. He felt the cooperation was excellent.

b) Bingham County Program for Exceptional Children

(See Objective VI for details on cooperation with this project.)

c) Migrant Education

A program for children of migrant farm workers was conducted during the summer by Firth and Snake River School Districts. The staff of the Career Education Project provided assistance in planning programs with career orientation and visited classes on several occasions.

The curriculum for the students provided for field trips to study careers, reading, math and one group used career education as their central theme for the summer experience.

Objective V - 4: Cooperative Work Program Coordination

School officials within the project area will contact business and the professions for work stations. The objective is to assess the extent of cooperation to reduce duplicate efforts.

a) Multi-Occupations: The Director was associated with Career Education as a teacher/counselor prior to assuming responsiblity for the M.O. Program. Coordination was accomplished primarily during the meetings of the County Board for Cooperative Services.

b) Work Programs:

The two major work programs are located at Blackfoot High School in office occupations and agriculture. Conferences with both directors indicate there was no cooperation in contacting businesses and professions for work stations to reduce duplication. However, the Career Education Project was not involved in locating work stations. The project sponsored the program housed in the vocational education facility and the B.O.P. Mobile Van as the major thrust.

The office occupations placed 21 students this year in ½ day work stations and the agriculture department placed 30 in ½ day work stations.

Objective VI: There will be an increase of at least 15 percent of exiting handicapped students who will be placed in an employment position by the time they are 21 years of age. The employment experience shall be either sheltered workshop or an actual employment position.

FINDINGS:

1. A common executive board has been established in Bingham County to develop policy and coordinate the operation of all multi-district programs. The Career Education Project and program for exceptional children are two of these activities.
2. The Bingham County Program for Exceptional Children was organized and operating prior to the inception of the Career Education Project.
3. All programs and activities reported under this objective have little or nor support (financial, human or material) from the Career Education Project except the cooperative vocational program.
4. Four of the five school districts in Bingham County operate special education programs for children of grades K - 12. Exiting students from the four school districts are to be found in Table XII.

TABLE XII

Number of Exiting Handicapped Students
Placed in Employment Positions

School	# Exiting Students	Further Education	Placed in Occupation Paid	Placed in Occupation Unpaid	Consistent with career plans
Aberdeen	4	0	3	1	2
Blackfoot	3	1	2	0	2
Firth	2	1	1	0	1
Snake River	3	2	0	1	2
TOTAL	12	4	6	2	7

Of the 12 exiting students, four plan further education at ISU Vocational-Technical Education Center, 6 are working at paid positions and 2 unpaid (housewives). Seven (7) of the 12 placements are consistent with the students career plans.

This is more than a 15% increase over 1974-75.

The sheltered workshop program reported in V13 shows 24 students enrolled, ages 6-18. This program was not operated prior to the beginning of the Career Education Project; therefore, any enrollment would excede the 15% increase stated in the objective.

VI-1 Cooperation Between BCPEC and the Project

The Directors of the Bingham County Program for Exceptional Children (BCPEC) and BCCEP have an agreement whereby they cooperatively lease a facility for industrial education. (See Objective V-1). The facility is a large Q-span metal building leased for the purpose of providing vocational experiences for special education students in one end and regular in the other. The planning, operation, maintenance and financing the facility is a cooperative venture.

There are 23 students in special education programs attending the classes from 4 school districts. Instruction is provided in:

-small engines
-welding: oxygen, acetylene and arc welding
-automotive maintenance (service station level experience)

A new program was organized during the last semester in woodworking. The learning experiences are limited at this time but plans are to expand the program next year especially in construction of small storage buildings, etc. which would be sold to finance materials for future projects.

The Directors meet periodically to discuss curriculum, operational and financing problems.

The Directors attend meetings of the County Cooperative Board as another means of communicating and cooperating. Both offices adjoin in the same building.

The Director of the BCPEC assisted the Career Education staff in writing a proposal to obtain funds for next year to assist students not attending post-secondary programs to find employment. The project has been funded ($20,000).

VI-2 Bingham County Cooperative Board

The five county school districts have established a Board for Cooperative Services. The Board holds regular meetings and the Directors of the following programs are members which is another vehicle for improving cooperation:

- Bingham County Career Education Project
- Bingham County Program for Exceptional Children
- Vocational Rehabilitation Counselor
- Director of Multi Occupations

VI-3 Sheltered Workshops

The Bingham County Program for Exceptional Children operates a program for students who are severely handicapped. The program is housed at the Child Development Center in Blackfoot. The program was housed in rented facilities when it was first started in 1973-74 school year. It is now housed in new facilities at the Child Development Center.

The program is designed for student who are trainable and enrolls 22 students from 6-16 years of age and 2 above 16 years of age (16-18) for a total of 24.

Objective VII:

100% of all exiting students will be placed in one of the following:

A. Employment, including:

1. military service
2. homemaking
3. volunteer service or mission

B. Post-secondary occupational training program

C. Degree seeking program

FINDINGS:

TABLE XIII

POST-SECONDARY PLANS -- CLASS OF 1976
Bingham County High Schools

	Total	Work	College	Post-Sec. Occu. Train.	Home-making	Mili-tary	Vol. Service or Mission	Undecided
Aberdeen	68	20	26	12	4	6	0	0
Blackfoot	266	106	88	40	13	3	0	16
Firth	72	16	38	10	4	1	1	2
Shelley	113	18	49	24	3	2	3	14
Snake River	116	25	58	22	4	7	0	0
TOTALS	635	185	259	108	28	19	4	32
% TOTAL	100%	29%	41%	17%	4%	3%	1%	5%

College includes 2-year and 4-year colleges

Mission includes missionaries for Church of Jesus Christ of Latter Day Saints

As can be seen from the above table, 5% of those students exiting from Bingham County High Schools were not placed in one of the prescribed categories. The general objective of 100% was not met as only 95% of the students were placed. This is 1.5% more students not placed as compared with figures of last year.

Objective VII:

Specific Questions:	Findings:
(1) Have career placement files been developed for all high school students (10-12) containing the following: a. Tentative career objective of the student, b. Summary record of career experiences, c. Record of career counseling sessions, and d. Information or placement of student?	(1) Every senior high school has a career placement file with the suggested material. The files are all the same as far as way set up.
(2) Has a job placement center been maintained in each high school for all students?	(2) None of the schools have a job placement center as such. Either the office secretary or the counselor take calls from employers seeking employees.
(3) How did the counselor provide adequate information and career guidance regarding further education in either a post-secondary occupational training program or degree-granting program?	(3) The counselor used many ways to get information to the students: a. one-to-one conferences b. groups c. visits classrooms with information on scholarships, armed services, grants, financial aids, vo-tech information d. organizes career and college days e. give aptitude and interest tests f. interpret test g. has career resource centers h. provides material to teachers i. uses weekly bulletin and daily announcements j. sets up work study programs or co-operative programs k. sets up shadowing experiences
(4) How many times did the counselor meet with seniors to counsel in the options available and in post-secondary plans?	(4) Every senior was seen at least 2 times during the year, most were seen 3 times, and some more than 3 times.
(5) Have the counselors conducted a follow-up study of all exiting students of the previous year?	(5) See Table on the following page. Every school has done a follow-up study.

Objective VII:

Specific Questions	
(6) Career placement committee review placement of exiting students.	(6) Contact by a member of the Evaluation Team on May 28 showed four of the five districts holding exiting reviews. Two school districts changed figures in Table XIV obtained on April 28 as a result of the meetings. (The Table reflects the new figure).

TABLE XIV

FOLLOW-UP STUDY FOR 1975 EXITING STUDENTS

		College	Vo-Tech	Work	Unemployed	Undecided	Total
A.	Plans Spring 1975	47.6%	15.7%	33.2%	------	3.5%	100%
B.	Pursuits Fall 1975	39.2%	8.5%	44.1%	2.6%	5.6%	100%
C.	Change	-8.4%	-7.2%	-10.9%	-2.6%	+2.1%	-----

SECTION IV
SUMMARY AND OUTSTANDING CONTRIBUTIONS OF THE PROJECT

A. SUMMARY

Objective I:

1. Objective number one called for project schools to develop career education plans and activities to: (1) aid students in becoming aware of the world of work, (2) aid students in their development of positive self concepts, and (3) aid students in becoming more knowledgeable about the world of work.

Through the use of standardized tests, evaluations of monthly reports, discussions with principals and building coordinators, the evaluation team believes that this objective was adequately met. The project director and his staff can document strongly their efforts in striving to accomplish the goal.

2. Informal discussions seem to suggest that teachers approved to a greater degree than school administrators and in particular school counselors to be motivated and interested in career education. This might be due to the fact that classroom teachers were involved directly with career education activities, whereas school administrators and counselors seemed to play secondary or passive roles in the projects. However, it must be noted that the role one plays in a program is one that is largely selected because of one's own interests and motivation.

Objective II:

1. Objective number two called for project schools to develop career education plans and activities to: (1) help 4-6 grade level students to become aware of the world of work and themselves and (2) help 4-6 grade level students to learn how interests and values are related to the world of work.

Through the use of standardized tests, visitations, discussions and assessment of monthly career education reports, the evaluation team believes that this objective was met. The project director, his staff, and the evaluation can document the efforts of school districts in Bingham County to successfully complete project goals.

2. It was the belief of the evaluation team that this project (overall) made a significant impact on the primary grades in Bingham County. It represents a starting point which will be carried on by the classroom teacher, not the school administrator or guidance counselor!

Objective III:

1. There is substantial evidence to support the position that the program did have an impact between September of 1975 and April of 1976 on the students' (7-9 grade students) capability to make judicious career decisions for themselves. "Self" in the context of career planning seems to be explored to the end that subjects, nomothetically, have improved markedly their ability to make judgements regarding matching their own skills and aptitudes as these relate to career planning. Job knowledge and career planning, capacity, both considered, suggest the objective has been met.

2. Junior High students fell 10% short (of the 60% goal) of making tentative career decisions.

3. Four of the five junior high schools developed and implemented school building plans according to conditions and guidelines established by the project. These plans made a significant impact upon the success of career education at the building level.

4. Junior High Teachers perceived assistance from guidance counselors as below average based on a five point scale. This was especially true where the counselor was not the career education building coordinator.

5. Funds provided to promote change through the awarding of mini-grants were expended as stipulated in the proposal.

6. The project goal of ninety percent (90%) participation by teachers in at least three career education workshops was not met. Seventy-five percent (75%) of the teachers participated in at least three such sessions. Generally it can be asserted that Blackfoot had greatest involvement success in career activities under III-5. Snake River did perhaps the poorest with Shelley and Firth having about equal success. Overall, the goals of the five sub-items were not met. Nonetheless, in most categories for most schools, they were closely approached, met, or exceeded. Individual schools seemed to have organized their priorities differently. Where goals were excelled, they were excelled substantially. Where not met a respectable effort was still documented. In total impact, it is to be recalled that the school which came in lowest, Blackfoot, still proffered significant results in terms of career knowledge acquired. Generally, it appears that whereas, item by item, objectives were not all satisfied, the impact was globally substantial.

Objective IV:

1. Objective IV, A. This objective has five sub-parts: A-1, 2, 3, 4, & 5. All five high schools in the county achieved the first three sub-parts with two high schools achieving A-4 and one high school achieving A-5. Overall, 18 out of a possible 25 objectives under Objective IV, 6, A were met.

2. Objective IV, 6, B. This objective has two sub-parts: B-1 and B-2. All five high schools in the district achieved the first of the two sub-parts (B-1), with three high schools achieving the objectives under B-2. Overall eight (8) out of a possible ten objectives under Objective IV, 6 B were met.

3. Objective IV, 6, C. This objective has two sub-parts: C-1 and C-2. Four high schools met the first sub-part, C-1 and two high schools met the second sub-part, C-2. Overall, six (6) out of a possible ten objectives under Objective IV, 6, C were met.

4. Overall, 34 out of a possible 45 objectives were met. Further, there was near completion of three of the objectives and there was activity on all but three of the objectives.

5. Objective IV, 6, D. This objective has thirteen (13) subparts, D-1-13. It is written so that the objective is achieved when three of the thirteen sub-parts are reached on each item. This objective was met over-all by the project with the schools under study having reached 25 of the objectives whereas the reaching of 15 would be sufficient to reach the over-all objective. This means that each high school exceeded this objective with the exception of Aberdeen which did achieve two out of three objectives.

6. The mini-grants for the high schools having mini-grants seemed to serve the purpose intended, and the building plans seemed to help focus in on the objectives of the overall project.

In summary, not all the objectives for all the schools were met. However, the over-whelming majority of objectives were met, and in those instances where the objectives were not clearly met there was activity for the most part on these yet to be achieved objectives.

Objective V:

Overall Achievement of Objective: There was over a 10% increase in students enrolled in vocational programs in Bingham County Schools; therefore, this part of the objective was met.

1. The B.O.P. mobile van provided for learning experiences in seven different positions in a simulated business organization. There was a total of 89 students participating from four high schools. Evaluation reports and interviews revealed students learned from the experience and were assisted in further career selection.

2. There was one large facility (7200 square feet) leased to house a program

in industrial mechanics for students from three school districts. Welding and engine mechanics are the two major programs offered.

3. The project staff coordinated programs with four agencies in the community. The number of students actually affected could not be determined.

4. Cooperative work program coordination showed very little participation from the Career Education project staff with other agencies.

Objective VI:

1. Services of the project were coordinated through a central executive board called the Bingham County Board for Cooperative Services.

2. Vocational Rehabilitation Counselor and Director of Career Education were members of this Cooperative Board.

3. A sheltered workshop for students unable to profit from on the job work experience had been established. There are 24 students enrolled this school year from the five Bingham County School Districts.

4. Twelve students in programs for the handicapped are shown as exiting for 1975-76. Four (4) will enroll in further education; six (6) have been placed in paid occupation and two (2) are housewives. Seven of the twelve placements are consistent with the students' career plans.

Overall objective accomplishment: There was an increase of over 15% of exiting students enrolled in programs for the handicapped which were placed in actual employment positions or attending sheltered workshops.

Objective VII:

Objective VII called for 100% placement of all exiting students, with auxillary considerations pertaining to career placement files, maintenance of a job placement center, counselor provision of information, counselor follow-up, and review by a career placement committee. Outcomes were as follows:

1. Ninety-five percent (as opposed to the 100% criterion) of exiting students were placed in one of the three categories stipulated.
2. All participating senior highs have career placement files which are current.
3. At none of the schools did a job placement center evolve.
4. Counselors did utilize a multi-faceted approach to providing career guidance and career information.
5. Counselors met with all seniors two or more times relative to post-secondary plans.
6. Every participating school has done a follow-up study of exiting students.
7. Four of the five high schools have conducted a career committee placement review.

B. OUTSTANDING CONTRIBUTIONS OF THE BCCEP

1. Purchase and Use of Career Education Materials

One of the outstanding contributions of the BCCEP to students was the purchasing of career education materials for use by students in grades one through nine. At the elementary school level, DUSO kits and TAD kits were used by teachers to assist students in career awareness and self awareness practices. General results of the BCCEP suggest that students had increased the positiveness of their self concepts and their perceptions toward school. And, at the junior high school level, career information kits and career exploration kits were instrumental for career planning and investigation. Such materials were generally used to help integrate career education concepts into the regular school curriculum and provided teachers with the tools essential for doing career education.

2. Retraining of Teachers

The retraining of teachers was yet another outstanding element in the BCCEP. It only seems reasonable that for the classroom teacher to do career education by integrating its concepts into the regular curriculum that they need retraining. The BCCEP provided for such retraining. The majority of teachers in grades one through 12 were directly involved with inservice training programs prior to the beginning of the BCCEP and continuing through the regular school year for each year of the project. Guest speakers were brought in, such as Dr. Kenneth Hoyt, National Director of Career Education, and innovative learning materials were presented to teachers. It was through the above processes that teachers were retrained to implement career education.

3. Mini-grants to Promote Career Education Concepts

"Seed monies" was a strong element of the BCCEP. This money was given directly to schools in the form of "mini-grants." Monies were used in a variety of ways including: (1) the purchasing of career education materials for career education practices; (2) the retraining of teachers through in-service training activities; (3) field trips for both teachers and students relative to career awareness and exploration activities, and (4) allowing schools to have a "say" in how monies should be spent for career education. This latter point helped to develop positive attitudes of teachers and administrators toward career education processes. They had a direct impact on how career education monies should be allocated toward different activities. A total of $10,000.00 was used as seed monies. Approximately thirteen different schools received seed monies ranging in value from $200.00 to $800.00.

4. Career Building Plans

Plans for implementing career education at the building level were developed by every principal and staff in attendance at a summer workshop. The proposals placed a greater responsibility for career education at the building level. The career plans, coupled with mini grants, contributed significantly to the gains made in the implementation and integration of career concepts into curriculum and instructional methodology within the schools of the country.

5. PACE Center

Perhaps the single most influential aspect of the program at the junior high level was involvement with PACE. The mobile PACE van led the junior high students to engage in career planning in a structured set of circumstances, resulting in most instances to at least tentative formulation of a career choice. The augmentation it provided the regular career guidance activities of the junior highs has been inestimable.

6. Expanded Vocational Opportunities

Vocational Education opportunities were expanded for students in the project area by:

(a) Leasing facilities and initiating an industrial mechanics program for high school and special education students.

(b) Purchasing of a mobile van and establishing an office occupations simulation program. (BOP). The simulated Mortgage and and Loan Company provided reality oriented experience in seven different office positions.

7. Placement

A placement program for exiting students which placed nearly 97% in employment, post-secondary occupational training or in a "degree seeking" program.

APPENDIX A

CAREER EDUCATION CONCEPT RELATIONSHIP QUESTIONNAIRE

1. What is an interest?
2. What is the relationship between an interest and the world of work?

3. What is a value?
4. What is the relationship between a value and the world of work?

APPENDIX B

OUTCOME QUESTION/TREATMENT GROUP MATRIX

Treatment Group Outcome Questions	K-3	4-6	7-9	10-12	Legend: 1. objective not achieved 2. objective marginally achieved (more than 25% but less than 75%) 3. objective partially achieved (more than 75% but not fully achieved 4. objective fully achieved
Objective I					
Increased Career Knowledge and Awareness 1. 60% of students will have increased their career knowledges.	3				
2. 60% of students will have become more aware of themselves and of others.	3				
Processes 3. K-3 grade teachers and administrators will have developed an all school CE plan and have implemented it.	4				

Objective I	K-3	4-6	7-9	10-12	
4. K-3 teachers will have participated in at least 3 inservice training sessions.	4				
5. K-3 students will have participated in a variety of career education activities including: a. self-awareness b. world of work c. field trip	4				
Objective II					
Increased Career Knowledge about self/others and world of work. 1. 60% of 4-6 grade students will have increased their knowledge about the world of work.		3			
2. 60% of 4-6 grade level students will have increased their awareness about self and others.		3			

Objective II	K-3	4-6	7-9	10-12	
3. Selected 6th grade student will demonstrate the relationship among interests, values, and work.		3			
Processes 4. 4-6 grade level teachers and administrators will have been developed an all school CE plan and will have implemented it.		4			
5. 4-6 grade level administrators will have implemented their mini grant proposals.		4			
6. 4-6 grade level teachers will have participated in at least 3 in-service training sessions.		3			
7. 4-6 grade level students will have participated in a variety of CE activities.		4			

Objective III	K-3	4-6	7-9	10-12	
Career Knowledge and awareness of self, others, and the world of work. 1. 60% of junior high school students will have explored their attributes, plus the world of work.			4		
2. 60% of junior high school students will have made tentative career plans.			2		
Processes 3. 60% of junior high school teachers and administrators will have participated in CE workshops and will have developed a CE plan for their school.			4		
4. Guidance personnel will have worked closely with teachers in CE processes.			2		
5. Junior high schools will have implemented mini grant proposals and plans, if applicable.			4		
6. Junior high teachers will have developed positive attitudes towards CE.			3		
7. Junior high teachers will have participated in at least 3 inservice training programs.			2		
8. Junior high students will have participated in a variety of CE activities			4		

Objective IV	K-3	4-6	7-9	10-12	
Career Education Exploration					
1. 60% of high school students will have:					
a. explored career fields,				3	
b. identified career options				3	
c. declared career intention and				2	
d. enrolled in vocational fields.				2	
Processes					
2. 60% of HS teachers and administrators will have participated in workshops and will have developed a CE plan for their school.				3	
3. Guidance personnel will have worked closely with 45 teachers.				4	
4. CE building coordinators will have implemented their mini grant proposals.				3	
5. HS teachers will have participated in at least 3 CE workshops.				4	
6. HS students will have participated in a variety of CE activities.				4	

Objective V	K-3	4-6	7-9	10-12	
Vocational Education Programs 1. There will be an increase in vocational education classes over a 1 year period of time.				4	
2. Many students will be using the mobile vans.				4	(to capacity)
3. School facilities are available for use to public agencies.				4	
4. Counselors will have been retooled for career counseling procedures.				2	
5. There will be an examination of the working relationship between Bingham County schools and other public agencies.				3	
6. As a result of the BCCEP, alternative HS diplomas will be identified.				1	
7. Cooperative education will have had a positive effect on students.				3	
8. Adult education will have had a positive effect on adult students.				4	

Objective VI	K-3	4-6	7-9	10-12	
Handicapped Students 1. The BCCEP and the BC Multi-District Program for HS will have coordinated their efforts for implementing common goals.	4	4	4	4	
2. Sheltered workshops will have been identified and developed for handicapped students.	4	4	4	4	
Objective VII					
Career Movement 1. All exiting students will have been placed in one of the following: a. military, b. homemaking, c. volunteer service d. post-secondary training program, and e. college degree program.				3	
2. BC schools will have developed a variety of career services for students, including: a. student placement center, b. job placement center, and c. career information dissimination.				3	

GUIDE FOR IMPLEMENTING
CAREER EDUCATION

Bingham County Developmental
Career Education
K-12

FORWARD

Bingham County has a school population of about 9,000. Within the county are five school districts with the county seat and population center in Blackfoot. The economy of the county centers around agriculture and processing of agricultural products.

The Career Education Program functions under a multi-district board, "The Bingham County Board for Cooperative Services," with the superintendent and one trustee from each of the five school districts as members.

This guide has been developed to assist: (1) teachers in preparing and using career education units and materials, (2) counselors in providing a supportive and leadership role in career education, and (3) administrators in fulfilling their responsibility for providing in their schools an organized, relevant curriculum. The guide is designed to facilitate the integration of career activities into the local on-going curriculum. It is hoped that the guide will assist local schools in the construction and implementation of a comprehensive developmental career education program within their on-going instructional programs.

This guide is not a blueprint but is rather a tool for the local school staff to use in planning, developing, and implementing a developmental career education program. The guide provides suggested concepts and goals for career education and describes career development.

There are other resources, handbooks, and materials that contain many useful concepts and objectives which, if used in conjunction with this guide, will motivate and assist school personnel in providing more relevant experiences in the classroom.

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INTRODUCTION

Education is subject to much criticism; students today are looking for relevancy in school and related activities. The school environment has too often been artificial, having little relevancy to the lives of students and to the "real world."

Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out.

American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

Insufficient attention has been given to learning opportunities outside of the structure of formal education which exists and is increasingly needed by both youth and adults in our society.

The answers given to such criticisms must take the form of either refutation of the criticism or constructive educational changes designed to alleviate those conditions being criticized. Career Education is one such constructive change.

CAREER DEVELOPMENT

Career Development is a personal process of growing and maturing which differs for each individual. It is fostered by experiences and information individually acquired and assimilated into one's personal life. It includes the development of self esteem, esteem for others, and development of personalized, beneficial, work values. Career Development also includes developing ility to use information and experience in making mature, rational decisions; the setting of career goals, the formulation of career plans, and the acquiring of skills for the fulfillment of the plans and achievement of the goals. Career Development assists in making work possible, meaningful, and satisfying for each individual.

Career education must be designed to assist this developmental process.

DEFINING CAREER EDUCATION

Definition: "Career Education" is the experiences and programs through which one learns about and prepares to engage in meaningful work, whether paid or unpaid, and includes:

self awareness, career awareness, career exploration, career decision-making and planning, career preparation and placement.

Career Education is not teaching different things but teaching differently! Every teacher in every grade and in every subject relates school and subject matter to life and one's future career.

Career Education should be developmental. It should begin in the home, continue in the school and involve the business--labor--industry community.

SELF AWARENESS is being aware of one's attitudes, interests, and abilities with respect to self and others.

It is a process in which an individual internalizes personal perceptions of one's characteristics--how others perceive one in the surrounding environment. This deals with what and how individuals think about their attitudes, feelings, perceptions and evaluation of themselves. How the individual views one's self is determined by one's relationship with environment from which one extracts perceptions of attitudes, feelings, and evaluations. This is one goal of career education. The acceptance and usefulness of this goal depends upon the ability and willingness of educators and parents to provide continuing assistance to students' efforts to know, accept and affirm understanding of themselves and the world of work. Students will vary in their ability to structure their self-concept in a positive way.

An awareness of one's self is first acquired in the home and develops as one grows and matures. Through self-assessment and evaluation one becomes more sophisticated in awareness of values and attitudes, talents and abilities, limitations and physical capabilities, and begins to acquire self-understanding and self-identity which should be accompanied by self-esteem. Activities which develop awareness of self and others are most appropriate in the total curriculum during the first three or four years of school. Some self-awareness activities need to be continued through grade twelve.

Activities should include those which assist students in developing positive attitudes toward self and others, towards the world of work, and in helping students become aware of likes, dislikes, and interests. These activities should help students become not only aware of their abilities, but also their limitations and the constructive acceptance of their limitations.

The Goal in Teaching Self Awareness is Self Understanding.

CAREER AWARENESS is being aware of the wide variety of available careers; that careers can be studied as clusters, families, or individual careers; and that there are different life styles, rewards, and working conditions associated with careers. It also includes some knowledge of the education and training required; that there are different requirements for different careers.

Before entering school an individual has a limited knowledge of careers. His range of interests is narrow and his attitudes toward work are not fixed. Through career awareness activities students gain an introduction to the psychological and monetary rewards of work, positive and negative aspects of certain jobs, time requirements and life styles associated with certain occupations. Each student also becomes aware that one's career is intricately tied to one's self and public image.

Through career awareness activities in the school, students will be assisted in understanding the broad range of careers which are available to them and the community at large. Students will be aware that specific education and training are required in certain careers, and that one's social and economic environment is largely determined by success in his chosen career.

Activities which develop career awareness are appropriate in the elementary grades with the primary grades using the "Goods and Services" structure and the intermediate grades using the "Career Clusters" approach. Career awareness activities, using the cluster approach, are also appropriate in grades seven and eight as students begin to move into the exploration phase of career education.

The Goal in teaching Career Awareness is understanding of Careers and the World of Work.

CAREER EXPLORATION is orientation, investigation, observation and hands-on experiencing of selected clusters or careers. Exploring a career involves selecting a cluster, family, or specific career for in-depth study. Activities for in-depth study would begin with orientation, investigating and research, and end with observation and hands-on experiences.

Career Exploration activities should be provided during the seventh through the tenth grades with broad cluster exploration at the early junior high and more specific single cluster or specific job exploration through hands-on experiences at the early high school level.

Exploration activities, orientation, investigation and research, observation, and hands-on experience) should result in students' understanding of not only particular job characteristics, but understanding of life styles, economic factors, psychological rewards, and job satisfaction as related to particular types of careers. In addition the activities should provide a knowledge of needed Entry Level skills and a knowledge of social skills regarded as basic for employment.

Career Exploration should build on the understanding one has of self and include exploration of self in determining where one is in relation to where one wants to be in a career. Career Exploration involves some decision-making in the selection of careers to explore and carries on into determination of what one wants to be.

The Goal in Career Exploration is an In-Depth Understanding of Self-Selected Careers.

DECISION MAKING is applying information through the rational process to make a choice or decision-making is a basic part of career education and closely related to career exploration. The student should be provided experience in decision-making, first on a tentative and flexible level at the junior high school, and later at the high school, on a realistic and planning level where he comes to make realistic decisions that become increasingly irreversible, or reversible only at the expense of time, effort or money.

The planning level of decision-making would include realistic decisions on a career area, and a plan for obtaining entry level skills, employability skills, and work experience. This would include first, exploring one's self in relation to where one is and where one wants to be, and deciding on a plan for getting one's self from where he is to where he wants to be. The plan would provide for obtaining necessary entry level skills, and social and communication skills necessary for employment.

Realistic career decisions are based on self-understanding, career knowledge, and actual work experiences gained in exploring careers.

The Goal in Decision-making is selection of a Career and a plan for achieving employment in that career area.

CAREER PREPARATION is the obtaining and reinforcing of proficiency in social, communicative, computational and specific job skills which are necessary for entry into and success within a specific occupational area.

The Goal in Career Preparation is employability in a chosen career.

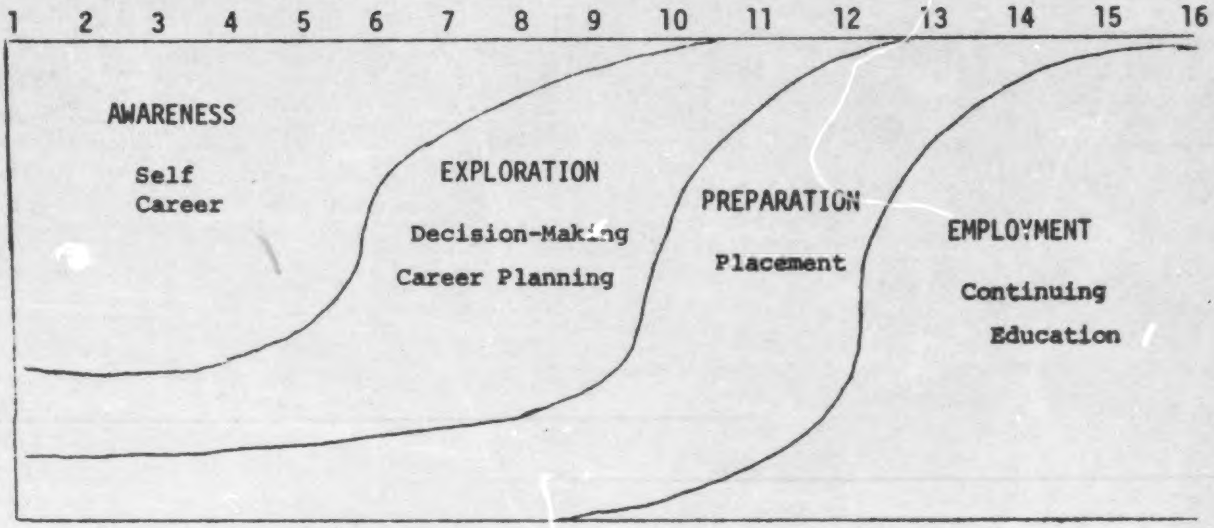
CAREER PLACEMENT AND FOLLOW-UP. Career placement is helping all exiting students to find an intermediate goal as a meaningful step toward a career. Intermediate goals may include a first job, vocational/technical training, enrollment in college, homemaking, or joining a military service.

Follow-up is keeping records of all exiting students and their post-high school career activities.

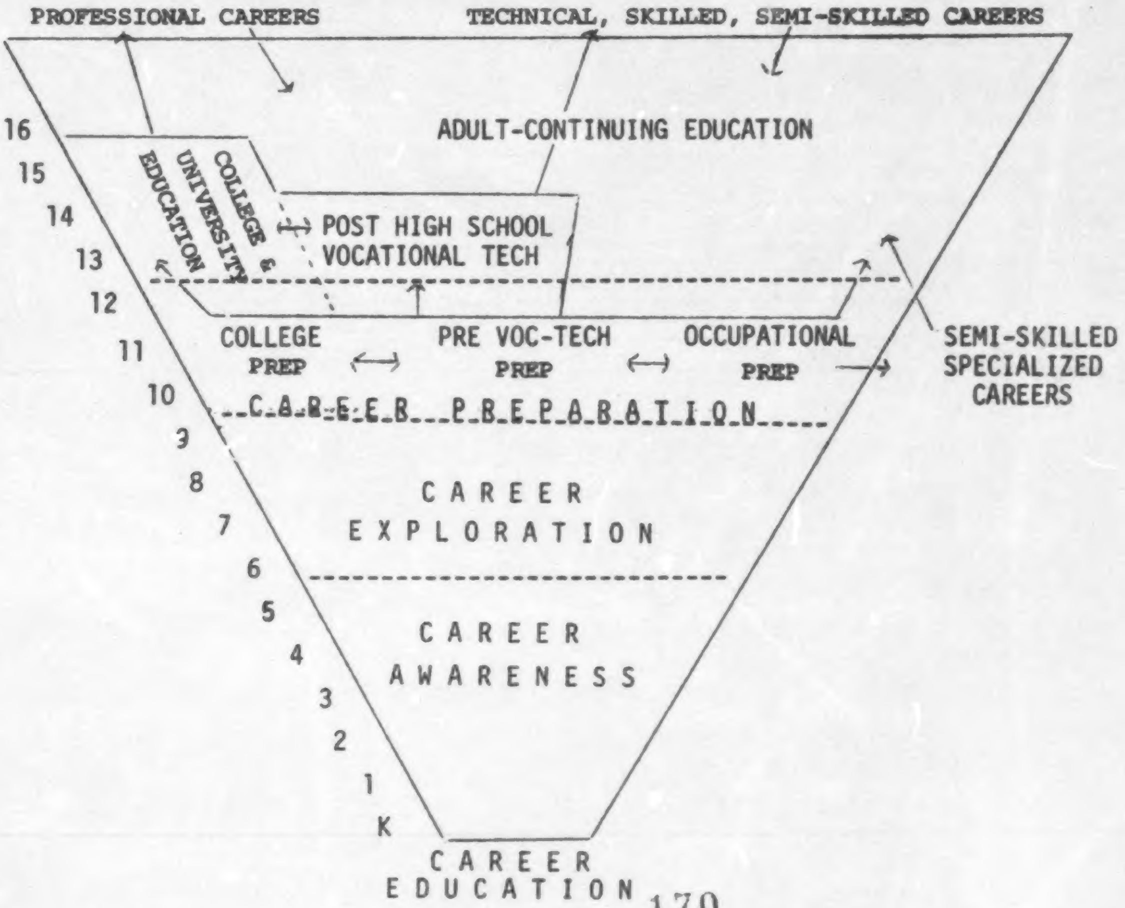
The goal in Career Placement and Follow-up is the exiting of all students to the next appropriate step in their lives. and a record of what the steps were for all students.

MODELS FOR CAREER EDUCATION

Bingham County Model


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
AWARENESS
Self
Career
EXPLORATION
Decision-Making
Career Planning
PREPARATION
Placement
EMPLOYMENT
Continuing
Education

Idaho Model


PROFESSIONAL CAREERS
TECHNICAL, SKILLED, SEMI-SKILLED CAREERS
ADULT-CONTINUING EDUCATION
COLLEGE & UNIVERSITY EDUCATION
POST HIGH SCHOOL VOCATIONAL TECH
COLLEGE PREP
PRE VOC-TECH PREP
OCCUPATIONAL PREP
SEMI-SKILLED SPECIALIZED CAREERS
CAREER PREPARATION
CAREER EXPLORATION
CAREER AWARENESS
16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 K
CAREER EDUCATION

BINGHAM COUNTY CAREER EDUCATION GOALS AND PROGRAM OUTCOMES

GOALS

1. To help students become aware of their personal interests, abilities and attitudes, and to develop a positive feeling about themselves.

2. To help students become aware of the various career opportunities available to them, and to develop meaningful, positive attitudes toward work.

3. To have students make rational career decisions based on understanding of self and knowledge of occupations and life styles.

4. To help students develop a career plan and to help them carry out that plan by providing appropriate career educational and preparational opportunities.

5. To assure that every student, at the time of exiting school, will receive assistance in being placed according to his/her career plan in a job, vocational training program, baccalaureate program or other viable alternatives.

PROGRAM OUTCOMES

1. Elementary students will participate in at least 3 self-awareness activities in the classroom during the school year.

2. Elementary students will participate in at least 6 career awareness activities planned and conducted by the teacher in the classroom during the school year

3. Elementary students will participate in at least 3 classroom career awareness activities during the year where persons from the home or community (business, industry, labor, government, etc.) have presented career information.

4. Elementary students will participate in at least 2 field trips during the year to bobserve workers in their careers.

5. Elementary students will be involved with their parents in the home in some type of career awareness activity during the year.

6. Junior high students will participate in at least 3 self-awareness activities in the classroom during the school year.

7. Junior high students will participate in at least 2 hands-on career exploration experiences during the school year.

8. Junior high students will participate in at least 4 career exploration activities planned and conducted by the teacher in the classroom during the school year.

9. Junior high students will explore at least 1 career during the year through individual or personal discussion with a person in that career or career cluster.

10. Junior high students will participate in at least 1 field trip during the year in which they observed workers and talked to workers about their careers.

11. Junior high students will participate in at least 2 classroom career exploration activities during the year where persons from the home or community (business, industry, labor, government, etc.) have discussed their careers.

12. Grade nine students will make a tentative career choice and explore that career as indicated in #9 above.

13. Grade ten students will participate in completing and analyzing an interest inventory (Kuder Form I or similar instrument), completed three hours of career exploration activities, made a tentative or realistic career decision, and started a career plan.

14. Parents of grade ten students will assist their children in career decisions and career planning.

15. Grade eleven students will write a plan for achieving his/her career goal.

16. Grade twelve students will prepare a personal resume.

17. At least 2 special career education activities will be provided for all of the physically and mentally handicapped students enrolled in the senior high school.

18. High school students will participate in at least 3 of the following types of career exploration activities or career preparation activities during the year:

TYPES OF CAREER ACTIVITIES

(The student may do the same type of activity more than once as long as content is different.)

a. Classroom career exploration activities provided by the teacher.

b. Hands-on career exploration activity.

c. Resource person from the community (business, industry, labor, government, etc.) talking to students in the classroom.

d. Career planning with the counselor.

e. Career exploration in PACE Center.

f. Enrollment in a career or pre-vocational mini course.

g. Enrollment in a vocational course.

h. Field trip to observe and talk to workers about their careers.

i. Work experience, work release, or cooperative work program.

j. Meet with post-secondary, college or apprentice personnel to gain information for career planning or replanning.

k. Aptitude testing.

19. The school system will provide at least 6 different kinds of vocational education programs for high school students.

20. All exiting students will be assisted in obtaining placement in one of the following:

a. Employment, including
   (1) Military service
   (2) Homemaking
   (3) Volunteer services or mission

b. Post-secondary Occupational Training Program

c. Degree-seeking Program

-21. Follow-up data is available on 95% of the previous year's exiting students, and at least 75% of those exiting five years previously.

22. Job oriented and vocationally oriented students in grade twelve have met at least three times during the year with guidance personnel.

RESPONSIBILITY FOR IMPLEMENTATION

SUPERINTENDENT - shall be responsible for the total implementation of the Career Education program of the District and provide active encouragement and support of the program. The following should be provided by the Superintendent:

1. Allow sufficient time for inservice training of all staff.
2. Provide personnel, space, facilities, and materials necessary for program delivery.
3. Make provision for constant evaluation and improvement of the program.
4. Make provision for release time for field trips and hands-on experiences.

PRINCIPAL - shall be responsible for the implementation of the Career Education program in his building and provide the following:

1. Encouragement and support of Career Education.
2. Building coordinators.
3. Program for inservice training.
4. Constant evaluation and improvement of the program.

COUNSELOR - shall support and encourage administrators, faculty, staff and students in meeting the objectives of Career Education.

The Counselor should work closely with the Building Coordinator in implementing Career Education and working as a consultant and facilitator to staff, students and administrators.

BUILDING COORDINATOR - the coordinator's role is:

1. To coordinate the career instructional program in the school(s).
2. To meet during the school year with staff and principals.
3. To organize and conduct inservice workshops in the schools during the school year.
4. Complete and mail a monthly activity report to project office.

Coordinating the career program in the school will consist of:

1. Assisting the principal and teachers in planning for integrating career units with curriculum.
2. Assist teachers in integrating career activities into their on-going curriculum.
3. Coordinate career audio visual and other career materials to provide maximum usage with minimum conflict.
4. Serve as a facilitator and motivator for increasing career education in the school.

The career coordinator, preferably, should be a teacher, but in some schools the person may be the principal, or the counselor.

In schools having a counselor(s), (and the counselor is not the coordinator) the career coordinator will seek and use the services of the counselor(s) in organizing, and implementing the career inservice workshops. The career coordinator should seek all available resources in providing a stimulating and valuable inservice program for classroom teachers. They should work closely with and under the direction of the principal in filling the coordinator role.

TEACHERS - Must realize that their responsibility lies in making each child aware of the world of work, that work is honorable and desirable.

Teachers should integrate, to the fullest extent possible, the career concepts into their instructional activities, not teaching different things but teaching differently so as to incorporate Career Education as an integral part of the curriculum. Teachers should show students the relationship between school curriculum and the world of work. In addition to the above, some teachers will be charged with:

1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.
2. Helping students acquire job-seeking and job-getting skills.
3. Participating in the job-placement process.
4. Helping students acquire decision-making skills.

GENERAL ORIENTATION TO CAREER EDUCATION: Since career education is new to many staff members it is necessary to hold an orientation program. This program should include the following goals:

1. Develop positive attitudes toward Career Education.
2. Define elements of Career Education and identify the outcomes sought.
3. Review program development procedures.
4. Review procedures used for infusing Career Education goals into existing school programs.
5. Clarify roles for staff members.
6. Clarify program installation procedures.
7. Review program support systems.
8. Familiarize staff with program evaluation.
9. Familiarize staff with available materials and programs previously developed.

It is recommended that all staff members be involved including:

1. Administrators (Central office and building level.)
2. Classroom teachers
3. Counselors
4. Support staff (Librarians, subject-matter consultants, various specialists who assist the professional staff.)

The following workshop procedures could be used:

1. Someone should be appointed for the planning, organizing and administering of the workshop.
2. Competent outside motivational leaders should be selected.

3. Activities should be planned that involve participants in the same kinds of experiences they will provide students in career education.
4. The workshop should also provide instruction on media, resource material, and how to coordinate these materials in the providing of career education to the students.

INSERVICE PROGRAM - Following the general program orientation, a staff development program should be initiated to prepare each staff member for his specific role(s) in Career Education.

The inservice program is essential during the first year or two of implementing a career education program in a school and should continue until career education has become a part of every teacher's curriculum. It may be necessary to give teachers released time to attend inservice, or inservice instruction may be held during regularly scheduled inservice sessions. During the first year or two of a career education program, sufficient inservice sessions ought to be provided to ensure its implementation (at least seven 45-minute sessions during the first year) with the building coordinator and administrator jointly planning and organizing the sessions. Where a counselor is in the building, this person could also assist. They should look for resource people from the community, professions, business, industry, and education to participate in the inservice sessions. The main goals of inservice should be:

1. Motivate school personnel to be more active in career education.
2. Promote better community relations.
3. Provide ideas, methods and activities for curriculum.
4. To develop materials for instructional use.

COMMUNITY INVOLVEMENT - Members of the community should serve as advisory resources for career planning. They should also be called upon to come to classrooms and participate in career awareness and exploration activities. The community should also be involved in providing career observation experiences, hands-on experiences, and on-the-job work experiences either through cooperative programs or release-time programs. Industrial and business representatives as well as other community resource persons provide an excellent opportunity for achieving support for schools and education, as well as providing invaluable information and resources to students regarding job information and eventual employment.

The school has the responsibility for initiating and coordinating the relationships described above. An individual, perhaps the counselor or building coordinator, could be appointed as school-community liason person.

METHODS

American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated has a response been made. Career Education activities are designed for integrating career education into the regular on-going curricula. The motto is Not Teaching Different Things, But Teaching Differently.

HOW TO PROVIDE SELF AWARENESS

Included in the self awareness phase of career education is the building of self-esteem in each student and esteem for others.

Self awareness can be provided students by:

1. The teacher being aware of each student in his/her room as an individual, and by developing a positive attitude toward each student.
2. The teacher helping students to be aware of their personal interests, abilities and attitudes, and to develop a positive feeling about themselves.
3. The teacher helping the student develop tolerance for self and others.
4. The teacher providing activities that will help students develop, clarify and assimilate personally meaningful sets of work values, and acquire and utilize good work habits.

(Numbers 2, 3, and 4 above can partially be achieved through the use of the DUSO Kits.)

5. The teacher devising activities, or using activities already developed by others, to involve parents and familite in helping the student build esteem and being aware of self.
6. The teacher devising activities, or using activities developed by others, to involve students in experiences that will increase self-awareness (i.e. some activities already developed are: "Me," "Me, Myself and I," and "I'm Glad that I Am Me." These are activities developed by Bingham County elementary teachers.)

HOW TO PROVIDE CAREER AWARENESS

Included in the career awareness phase of career education is acquainting of students with the wide variety of occupations available in the world of work.

Career Awareness can be provided by:

1. Teachers arranging for resource persons from the home or business-labor-industry-government community to visit the classroom and present information. These people should put the emphasis on the

workers and their responsibilities, not on the product produced. (See Appendix for "Information on using resource people in the classroom.")

2. Teachers arranging field trips to observe workers on the job. (See Appendix for information on planning, conducting and following-up on career orientdd field trips.)
3. Teachers utilizing career activities and career oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation. (Use activities written by Bingham County teachers.)
4. Teachers involving parents and family members in activities which acquaint the students with occupations.

HOW TO PROVIDE CAREER EXPLORATION

Career Exploration can be provided students by:

1. Teachers involving students in self-awareness activities that develop self-understanding of interests, abilities and work values.
2. Teachers providing career information, activities, and experiences in classroom that are exploratory in nature. This could include information of career clusters, job requirement information, individual research on certain self-selected careers, teaching exploratory units and activities (see Bingham County units and activities), role playing student-worker career exploration interviews.)
3. Students enrolling in hands-on career exploration courses. These include industrial arts courses, pre-vocational courses and career mini-courses.
4. Bringing community resource persons from home, business, labor, government and industry, into the classroom to talk to students about their career and work. (See Appendix A, "Using Community Resource People.")

5. Taking students on classroom field trips to observe workers in their work setting and talk to workers. (See Appendix A, "Using Community Resource People.")
6. Individual or small group career exploration field trips for observation and discussion. This is similar to a classroom career field trip except the teacher does not go with the students. Also, the student may do most of the leg-work in setting up the trip. The teacher should insure that there is proper planning, observation, and follow-up as described in the Appendix.
7. The counselor meeting with students having similar career interests in small-group career guidance sessions.
8. Students meeting with post-secondary, college, or apprentice personnel to gain information.
9. One-to-one student-worker interview on the worker's training, job responsibility, feelings toward his/her career.
10. Student enrolling in a career education mini course designed for self-understanding, career exploration, and decision making.

HOW TO PROVIDE CAREER DECISION MAKING AND PLANNING

Career decision-making and planning activities can be provided to students by:

1. Having students gather information about various occupations of interest.
2. Providing opportunities and activities in which students can clarify and identify personal values and goals.
3. Teaching the skills required for decision-making.
4. Having students complete and analyze an interest inventory (Kuder E, GIS or similar instrument).
5. Having student select one or two career clusters for career research and career exploration.
6. Having students identify an occupational area in a cluster for further career exploration.
7. Having students make a tentative career decision and initiate a career plan.
8. Parents, guidance person, and student meeting together in a career decision-making and planning session. This should be set up and conducted by the school guidance person.
9. Having students select career goals and developing a written plan for attaining the goal.

HOW TO PROVIDE CAREER PREPARATION

The Career Preparation phase brings into focus the awareness, exploration, decision-making and planning activities in which students have participated. Career Preparation includes providing students:

1. Simulated work experiences to increase the likelihood of a successful transition to the world of work. Simulated work experience may be provided in the school by having students work with the actual equipment materials and processes for a business or industry in a classroom.
2. Social competencies necessary for employment, continuation on the job, and advancement. These include: (1) the ability to work harmoniously with others and relate positively to those in authority, (2) attitudes that allow for flexability and change and (3) willingness to follow directions.
3. Basic skills needed in every job such as the ability to (1) communicate effectively in speaking and writing, (b) solve problems, (c) manage money and (d) perform basic math computations.
4. Job-getting skills including application and interviewing techniques.
5. Skill training through vocational education courses.
6. Real work experience. This gives students opportunities to participate in work release or cooperative work program. (Work-release programs allow students to work part-days and go to school part-time usually during the junior or senior year.) Students may or may not be given credit for work release programs. Cooperative work programs usually, but not always, involve work experience under

the supervision of an instructor as part of a skills-training course. Credit is given students thus employed. Students may be paid or not paid for cooperative work experience.

HOW TO PROVIDE CAREER PLACEMENT

Schools will provide help in placement for all exiting students in a paid occupation, in further education, or in a vocation that is consistent with their current career goals.

Suggested activities for career placement:

1. Work with Employment Agency.
2. Organize Exiting Committee to implement placement of students.
3. Work with Vocational Advisory Boards.
4. Provide time and facilities for recruiting of students in job, education and military opportunities.
5. Provide services of placement through the counselors and other school personnel, by the use of names, addresses and phone numbers of prospective employers or training programs.

   Advertise jobs and opportunities for training and education through the use of:

   a. Bulletin boards
   b. School bulletins
   c. Word of mouth

Suggested activities for career follow-up: Previous year data will be gathered by the following methods:

1. Parent contact
2. Student contact
3. Contacting friends
4. Previous employer contact

Contacts will be made by any practical means.

APPENDIX

Appendix A - Using Community Resource People

Appendix B - Using Field Trips

Appendix C - Writing Activities for Career Education

Appendix D - Models for Career Education

APPENDIX A

Using Community Resource People

Community resource people are a valuable tool in career awareness and career exploration programs. They can serve in three ways: (1) as speakers in the classroom, (2) as information sources and guides for field trips to places of business and industry, (3) as resource persons in a group career conference, and (4) in a one-to-one student-worker interview.

Once the teacher or counselor has determined the person they want to use as a resource person for classroom speaker, field trip, one-to-one interview, or group conference, the teacher should contact that person personally requesting assistance in the area desired. The teacher should clearly explain that the focus of the information provided to students should be about the careers - the jobs - the workers - the people, rather than the products of the business or industry. This conversation should be followed by a letter containing the following:

- thanks for their willingness to help inform students about the world of work
- the time and place of their appointment
- sample questions (optional)
- primary focus of subject should be the careers - workers - jobs rather than product. "We're interested in the people."
- any other particulars that are important

This letter should arrive about 3 to 5 days before the appointment and serve as a reminder of things discussed during the initial contact.

Teachers, counselors, and administrators are urged to become acquainted with the Bingham County Job Guide and Community Resources for Career Education as many valuable resource people are identified in this volume.

ORGANIZING FOR USING COMMUNITY RESOURCE PEOPLE

To prevent over-use of some community resource people and non-use of others who are wanting to assist in career education, a system needs to be established. In large schools or districts, it may consist of a central office that arranges for all community people, and in small districts a simple record of people used may suffice.

PREPARING STUDENTS

Through the use of community resource people the students have the opportunity to interact directly with persons in various occupations. In order to facilitate the best use of resource people, students need to have skills in asking appropriate questions.

The following lists of questions may help you, your resource people and your class get started with this important tool of communication.

One set of questions is designed for students who are learning to interview. It can also be presented to the resource person prior to the visit.

The second group of questions is designed for conducting a group or class conference with a resource person in the school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some resource people and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

QUESTIONS FOR COMMUNITY RESOURCE PEOPLE

The following questions might be used by students in interviewing community resource people in the classroom, field trip, one-to-one interviews, and group conferencing.

1. What do you do on the job? (Students are interested in how school-taught skills fit in with real work.)

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6 Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once? It is usually improper to ask a person how much money he/she makes.

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

QUESTIONS FOR GROUP CONFERENCES

1. What schools did you attend?

2. What is your present job?

   a. How did you get it?
   b. How long have you worked there?
   c. What time did you go to work this morning?
   d. What was the first thing you did?
   e. How long did it take?
   f. What did you do next?
   g. (Follow through the entire day.)
   g. Did you do anything yesterday that was different from what you did today? Does this happen often?
   h. What else do you do on your job?
   i. Of all these various duties, which ones take most of your time?

3. What changes have taken place recently? Do you foresee any in the near future?

4. What things do you like most about your job? Least? Are there any hazards?

5. What is the usual starting salary in job like yours?

6. What qualifications do you need to get the job?

   Age? Sex? Height? Weight? Other?
   Marital status? Tools? License? Aptitudes?
   Unions? Discrimination? Veterans? Capital?

7. Preparation? Minimum? Desirable? Time? Cost? Content? Approved schools? Preferred subjects?

8. Supply and demand for workers? Outlook for the future? Advancement?

9. Hours? Regular? Overtime? Evening? Holiday? Steady or seasonal?

10. Is there anything we should have asked? What would you like to ask us?

GROUP CONFERENCING WITH COMMUNITY RESOURCES PEOPLE

When a resource person is going to share information with a group of students in a conference setting, it might be helpful to send the person a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from someone actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences." Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind student's questions, resource persons and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy speakers (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

EVALUATING INTERVIEWING SKILLS

How do you know when students have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the student roleplay the interviewing process?
    a. Does the "interviewer" question with a purpose?
    b. Does the "interviewer" follow a strategy?
    c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the student is "interviewing"?
    a. How are the interviewed person's thoughts recorded?
    b. How is the interview reported to others?

3. Can the student explain interviewing skills in writing?
    a. Are the steps in interviewing set out in an orderly manner?
    b. Can the student judge his own talents against what has been set out for the class?

4. Does the student use interviewing skills in voluntary situations?
    a. Are ordinary encounters turned into learning situations?
    b. Does the student seek interviewing situations?

5. Does the student read "interviews" in newspapers and magazines or watch "interviews" on television?
    a. Does he volunteer information about media presentations that highlight interviews?
    b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
    a. Are expressions directed to the content of the interview? . . . the studies of the class?
    b. Are expressions directed to the interviewing process?

7. Does the student express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

BUILDING INTERVIEWING SKILLS THROUGH ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Students will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside resources may be threatening to the development of tender thoughts and feelings, your warm support of the student as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Prestressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of students interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from the Project Office. At this point, however, it might be better to develop your own materials with students in your classroom.

WHAT I LEARNED FROM THE DISCUSSION WITH A PERSON IN THE WORLD OF WORK

Name of Student ______________________________ Date ______________

1. Name of person ____

2. Career area he/she works in ___________________________________

3. What special training is required to hold this job? _______________

____

4. Where did the person get his/her training? _____________________

____

5. What does the person like about their job? _____________________

____

6. What things does the person dislike about their job? ____________

____

7. What interesting things did you learn about this occupation or career area? ____

____

____

8. Do you still have questions that were not answered during this discussion? If so, what are they? ____

____

____

____

B

Using Field Trips to Promote Career Awareness and Exploration

USING FIELDTRIPS TO PROMOTE CAREER AWARENESS AND EXPLORATION

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. Add to and clarify information by seeing and feeling things you read and talk about.
2. Learn to interview workers and observe how people work together.
3. See how adults carry out their responsibilities.
4. Correlate skills and other curricular areas with experience in meaningful situations.
5. Give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

Through field trip experiences the student will:

a. observe the occupational diversity within the industry or business visited.

b. observe and be able to identify jobs relating to people or things within the world of work.

c. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.

d. observe the dignity of work within a variety of occupational and economic roles.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. Within the school iteelf to get acquainted with the personnel and jobs they do.
2. In the school neighborhood to sharpen observation of the student's immediate environment and neighborhood workers.
3. To another school to exchange experiences or to orient a group to another school situation.
4. Outside of the immediate school neighborhood to explore the world of work.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads students and their families to explore new areas of interest related to the working world. A new interest may develop into a new topic of study for the class.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. See if questions were answered.
2. Decide if the plans they made were satisfactory.
3. Note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.
    a. review some of the materials used and search for new materials.
    b. look up articles on careers or industries in books at school, at home, and at the public library.
2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.
    a. write thank you letters, letters for additional information, stories, poems, reports, booklets.
    b. organize reports for the class, for other groups in the school, for parents.
    c. create songs and dramatic plays.
    d. make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the students' increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

APPENDIX C

Writing Activities for Career Education

Following are two format variations for activities. The first is a more sophisticated model, containing behavioral objectives. The second example is generally a one-page, simple format consisting of brief information for conducting one career activity. Following these two examples are some ideas and statements for developing career activities.

EXAMPLE I

NAME OF UNIT

GRADE ____________________ PHASE ____________________

PURPOSE ____

____

BEHAVIOR OBJECTIVE(S) ____

____

____

METHODS, PROCEDURES AND ACTIVITIES ____

____

____

RESOURCES (BOOK, PEOPLE, FILMS, STRIPS AND MISCELLANEOUS) ____________________

____

NOTE: This sample unit has been condensed somewhat from the original.

VERBAL COMMUNICATION

GRADE 11-12 PHASE: Preparation

PURPOSE

To help students realize that spoken communication is vital to acquire and hold a position in the world of work, and to learn to communicate more effectively.

BEHAVIOR OBJECTIVES

1. Each student, grade 11 or 12, will tell the class about his or her career choice using tools or materials, if applicable. Each presentation will be evaluated by the other class members as to interest, preparation, and clarity.

METHODS, PROCEDURES, AND ACTIVITIES

In the speech class students will prepare and give an informal speech on the career of his choice, with each listener evaluating the speech using the standard evaluation form. The teacher will assist students in the preparation of the speech if help is needed.

RESOURCES

Books
Values and Teaching, Harman & Simon, Charles E. Merrill Book, Columbus.

Films
"You and Your Career" Employment Security Agency, State of Idaho.

EXAMPLE II

NAME OF UNIT

GRADE ____________________ PHASE ____________________

PURPOSE ____

____

MATERIALS NEEDED ____

____

LESSON CAPSULE ____

RESOURCES ____

JOBS FROM A-Z

GRADE 3 PHASE: Awareness

PURPOSE

To reach the children an awareness of the many kinds of jobs that are available. Also to help teach the children alphabetical order by naming all the jobs they can think of that start with each letter of the alphabet, beginning with the letter A, then B, etc.

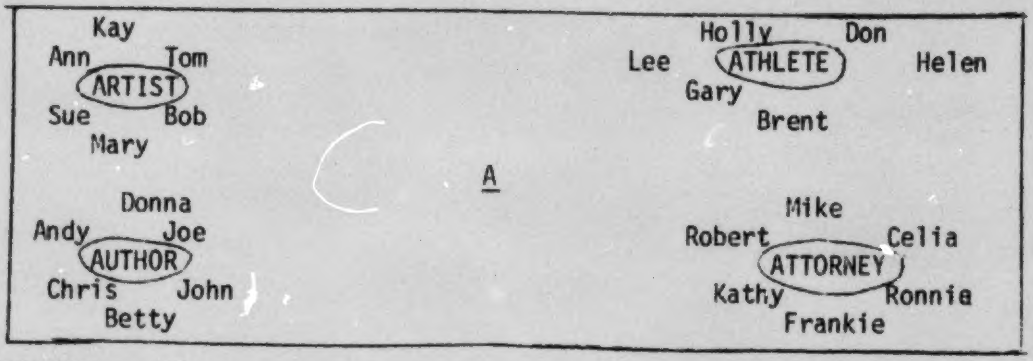
MATERIALS

Magazines for finding pictures suitable for each job; art materials for drawing pictures of the jobs not found in magazines. Tags with your children's names on them.

LESSON CAPSULE

Have your class do this as a group bulletin board project. Let the children think of all the jobs that begin with each letter of the alphabet. For example, the letter A: accountant, acrobat, adjutant general, admiral, aerialist, airline hostess, airplane pilot, ambassador, ambulance driver, analyst, anesthesiologist, animal trainer, anthropologist, apothecary, archaeologist, architect, artist, assyriologist, astronaut, astrophysicist, athlete, attorney, auctioneer, author, aviatrist. Put pictures of these jobs on the bulletin board and around each job picture put the tags with the children's names on them that want to do that particular job. Each week do a different letter of the alphabet. Bring in reading by having the children find and read to each other library books for each job. (Some books have rhymes in them for each job.)

JOBS FROM A TO A



RESOURCES

Books
Classroom Dictionaries, What Shall I Be From A-Z Nat. Dairy Council.
Films
"Helpers in our Community"

IDEAS AND STATEMENTS FOR AWARENESS ACTIVITIES

1. Goods and Services.
2. Work exists for a purpose.
3. Occupations in the community.
4. Occupations differ.
5. People differ -- why?
6. We work to meet our needs.
7. Careers can be grouped into clusters.
8. Awareness of one's abilities.
9. Being different is important.
10. There is dignity in all honorable and honest work.
11. Do we see ourselves as others see us?
12. All people are unique.
13. Relationship of career success and the welfare of the family.
14. Attitudes are important.
15. Recognize that a career should be related to individual interests and abilities.
16. Economic rewards differ according to occupation and occupational level.
17. Creating with one's hands is very satisfying.
18. Respect for all workers who help society.
19. Relationship of work to one's own economic well-being.
20. Dignity of work.
21. Different kinds of rewards people derive from their jobs.
22. We need to have self-esteem, dignity and a desire to accomplish personal goals.
23. People must work together to produce most goods and services.
24. Family, friends, and others influence our work attitudes and values.

IDEAS AND STATEMENTS FOR EXPLORATION ACTIVITIES

1. Exploring occupations with clusters.
2. Accept uniqueness of self and others.
3. Having a sense of self worth and a positive attitude towards others.
4. Explore clusters, field trips, interviews, and just talking to others.
5. Life styles in various families of jobs.
6. Using simulation to teach job interview.
7. Fringe benefits contribute to total income.
8. Exploring the relationship between work and individual needs.
9. Basic skill required in a variety of career choices.
10. Particular attitudes are needed for success in most careers.
11. Career plans that are consistant with interests.
12. Career plans that are consistant with abilities.
13. Importance of goals in life.
14. Attitudes about work, leisure and education.
15. Educational decision may have an important impact on career opportunities.
16. Importance of values.
17. Physical capabilities and limitations.
18. Choosing a career is a complex matter.
19. Honesty and reliability are necessary traits for continued employment.
20. Interviewing workers.
21. Exploratory work experience during the summer.
22. Scrapbook of information on favorite careers.
23. Working conditions.

DECISION MAKING

1. Identify careers that match interests.
2. Tentative occupational choices.
3. Guidance when asked for, not later.
4. Tentative career decisions.
5. Selecting careers that match interests.
6. Realistic occupational choice.
7. Where am I and where do I want to be?

IDEAS AND STATEMENTS FOR PREPARATION ACTIVITIES

1. Accurate self-appraisal of personal strengths and limitations are a prerequisite to making a wise career choice.
2. Our work provides fulfillment of needs, desires, and aspirations.
3. We will probably be engaged in selecting more than one gainful occupation in our lifetime.
4. Re-evaluation of career decisions.
5. The school should assist the individual in becoming a productive human being.
6. Real work experiences and simulated experiences will increase the likelihood of a successful entry into the world of work.
7. Developing social competencies necessary for employment, continuation on the job, and advancement.
8. Basic skills needed in most every career.
9. Working harmoniously with fellow workers and relating positively to those in authority.
10. Attitudes that allow for flexibility and change and taking advantage of advancement opportunities.
11. Being punctual is a habit.
12. Attitudes are also skills.
13. Basic skills: Getting along with others
    - Following directions
    - Being on time
    - Managing money
    - Addition, subtraction, multiplication and division
    - Problem solving
    - Communicating accurately
14. What jobs are available?
15. How to apply and interview for a job.
16. Realistic career choices.

PACE CENTER

A Mobile Career Information and Exploration Center

Operated by

Bingham County Developmental Career Education
Emphasizing Career Awareness, Orientation, Exploration,
and Preparation for the World of Work

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-537

Dr. Bert W. Nixon, Director
Career Education
Rt. 2, Box 249-A
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PACE CENTER

PACE CENTER

INTRODUCTION

The Programmed Activities for Career Exploration (PACE) Center is a major innovative component of the Bingham County Developmental Career Education Project funded by the U. S. Office of Education under Part D of the Vocational Education Amendments of 1968. Its purpose is to provide occupational, educational, and career information to assist the individual in selecting a career field which is most compatible with the person's interests, aptitudes, abilities, and goals.

To meet this objective the PACE CENTER is housed in a 12' x 44' mobile unit supplied with the most recent career, occupational, and educational information. Maintaining a variety of media formats, including sound filmstrips, taped interviews, microfilm, books and pamphlet files, makes the Center usable by students with a wide range of academic capabilities. Modern audio-visual equipment, in separate learning stations, enables students to individualize exploration activities and utilize the materials to greatest advantage.

Student activities in the CENTER are "programmed" to meet individual needs and goals. In order to provide for meeting the participant outcomes listed below, a program which includes identification of interests, self-appraisal, career exploration, goal-setting and planning activities, was designed by Project Staff and high school counselors. The sophomore year was selected as a target grade for career exploration activities on a small group basis within the PACE CENTER. While the mobile unit is at each high school, all sophomore students have the opportunity to participate in the activities. Groups are limited to twelve in order to allow all students access to the materials they desire to explore. Once all sophomore students in a school have been given the opportunity to utilize the CENTER, other students are scheduled.

Participant Outcomes for

PACE CENTER

The following learner outcomes have been established for tenth grade participants of the PACE CENTER program:

All students will:

1. Complete the Kuder E General Interest Survey.
2. Explore information describing at least five occupations in each of three high interest areas as determined from the Kuder General Interest Survey.
3. Complete a self-appraisal activity identifying and evaluating individual skills, interests, aptitudes, values and goals.
4. Make a tentative or realistic career decision.
5. Complete a career planning activity, briefly outlining appropriate actions for achieving the career goal.
6. Discuss career decisions, goals, and plans with a guidance counselor, teacher, or Career Information Aide.

Program

The program has five components designed to lead toward the achievement of the participant outcomes listed above. These components are:

I. Interest Identification: This is generally accomplished by having all sophomore students complete the Kuder E General Interest Survey prior to entering the mobile unit. The Survey is administered by either counselors or Project Staff and interpreted to students in small classroom groups. Also at this time, a general introduction to the PACE Center is given to acquaint students with the types of activities and materials to be found in the Center as well as the reasons for student involvement. This component requires at least two hours of student time and is done in the school prior to the visitation of the Center.

II. Exploration Activities: When students first come to the PACE Center, the aide gives a general introduction to the facility, including an overview of its purpose and goals. A sound filmstrip entitled "Choosing Your Career" is then viewed by the entire group to acquaint students with the process of career development. Following the filmstrip presentation students select, from their three highest areas of interest as shown on the Kuder General Interest Survey, fifteen to twenty occupations for initial exploration. An information and worksheet entitled "Matching Interests and Occupations" is provided for assistance in identifying potential job fields. (See Appendix, Exhibit A) Students are then shown how to locate information and operate equipment.

The major portion of the time initially scheduled for student use of the Center is taken for exploration of career information. This activity is facilitated through the use of a "Job Comparison Worksheet" which students complete. (See Appendix, Exhibit A.) Students are also provided a folder in which to retain information and completed worksheets. These folders are retained by the school counselor for use in future guidance activities. They are also available to the student who wishes to return to PACE Center for additional exploration or other activities.

III. Self-Appraisal Activity: This includes identification of personal traits, educational experiences, leisure-time interests, work experience, future plans, and skill possessed by the student. A short worksheet entitled "My Career Exploration Worksheet" facilitates the completion of this activity in the Center (See Appendix, Exhibit C)

IV. Decision Making Activities: At two points in the PACE program, students make career decisions. The first is in the completion of "My Career Exploration Worksheet." Here the students identify the career which they are most interested in pursuing after they leave high school. The second is in the completion of the "Planning My Career" worksheet. (See Appendix, Exhibit D) Here students are requested to make career choices and to list some reasons for their choices.

V. Planning: This activity is accomplished after students have completed the exploration and self-appraisal phases. Because of the scheduling differences in each high school, completion of this activity occurs in two ways. First, time permitting, sophomores are scheduled for a second visitation period in PACE Center. At this time, they are requested to complete the worksheet entitled "Planning My Career." (Appendix, Exhibit D) If it is not possible for students to have a second session in the unit, the planning activity is completed in small-group follow-up sessions with the school counselor, or as part of classroom activity directed by a teacher.

VI. Career Guidance: As part of the overall utilization of PACE Center, students may conference with the high school counselor, Project Staff, or other teachers concerning occupational goals. In each high school, information centers have been established in which students may continue exploration activities initiated in the PACE Center. In addition, teachers assist students in guidance activities in the classroom and encourage utilization of the resources provided by PACE and the counselor's office. The guidance program directed by each school counselor allows for continuing contact between student and counselor, thus insuring that the process of Career Exploration does not end with the PACE experience.

Junior/Senior Program

The whole guidance personnel and Project staff determine what activities will best meet the needs of these student groups. Priority in scheduling goes to students who have had no opportunity to visit PACE Center. For these students, major emphasis is placed on the Exploration Activities described above, and in career guidance activities, especially conferring with the counselor.

As time permits at each high school, students who have previously visited the center may be scheduled to return. Students may then choose to recycle through as many of the program activities as each desires, making appropriate adjustments to goals and plans.

Scheduling

PACE Center is allocated to each of the five high schools participating in the Project on the basis of student enrollment. The Center is scheduled at each site once during each semester. The target group--sophomore students--is given priority in the scheduling. Sophomores are scheduled by the school counselor in groups of twelve for a period of three hours. This makes it possible for the Center to accommodate twenty-four students per day. Once all sophomores have been given the opportunity to complete the PACE program, other students are scheduled to use the Center as it is available. For juniors and seniors, scheduling is usually accomplished through the Counselor's office in order to insure the Center is not overcrowded at any one time. In addition, teachers can make arrangements to bring students to the center during class periods. Allowing for flexibility in scheduling use of the Center maximizes individual opportunities for students, and allows for differences in needs between the high schools served.

Staffing of PACE Center

At its inception, the PACE Center was staffed full-time by a vocational guidance counselor. An evaluation of the tasks required by the activities program determined that the expertise of a skilled counselor was not required to accomplish the basic objectives of the program, nor to adequately perform the various duties required in the operation of the Center.

As a result of this evaluation, a Career Information Aide was hired to operate the Center in cooperation with the guidance counselor in each of the participating high schools. A role description for the Career Information Aide is provided in the Appendix. (See Exhibit E) The Aide works closely with each counselor in the five high schools and counselors from time to time work with small groups of students in the Center.

Training Program for Career Information Aide

The operation of a career information center by an aide requires that an adequate training program be made available to insure that the aide possesses some competency in dealing with students in such a setting. It is vitally important that the aide enjoy working with teenagers and is able to develop rapport easily and quickly. In addition, the goals of the training program for a career information aide include the following:

As a result of the training program the aide will:

1. Develop an understanding of the concept of Career Education and the goals of the local program.

2. Develop an understanding of the role of information and planning activities as part of the process of career development and career guidance.

3. Possess a working knowledge of career information resources and the materials houses in the Center.

4. Be able to operate and maintain the equipment in the Center.

5. Establish a working relationship with school personnel.

Training Program Outline

In order to achieve hhe goals above the training program outline includes the following:

I. Concepts of Career Education

   A. Philosophy and goals of Career Education
   B. National, state and local programs in Career Education

II. Concepts of Career Guidance Programs

   A. Philosophy and goals of career guidance
   B. Process of Career Development and occupational choice
      1. Use of tests for interest and aptitude
      2. Interpretation of interest surveys
   C. Uses of Career Information in Guidance
      1. Printed and audio-visual materials available
      2. Locating career information
      3. Use of materials
      4. Use of non-media resources
      5. Operation of PACE Center
         a. PACE Center activities
         b. Materials and Equipment

III. Practicum in operation

   A. Orientation
   B. Supervised operation of center

Evaluation:

Project staff and high school counselors are involved in continuous evaluation of the PACE Center activities. Because of the nature of the small group activities, observation and conferencing with students enables Project staff to evaluate the program of activities directly on a day-to-day basis. In addition, a survey questionnaire is given to a representative sample of students who have completed the PACE Center activities. A copy of this form is included in the Appendix. (See Exhibit F)

Budget Estimates for Facility, Equipment and Materials

Following is a summary of expenses projected for the establishment and operation of PACE Center. Project funds, of course, are utilized for the major portion of support. However, as the program continues in operation beyond the termination of the Project, expenses will be assumed by the local districts. Initially, costs per student are high, slightly over $11 for each of the 2000 potential users; to establish the Center. Operations budgets beyond the first year reduce the costs to approximately $3 per student.

Not included in the budget summary is the cost of moving the mobile unit from site to site. This will vary according to distance travelled and depend upon whether moving service is contracted or equipment is available for use in moving the unit. The project purchases a used tractor set up to transport mobile homes as this was determined to be of lower cost over a long-run operation period.

Budget Summary
Estimates

	Project Funds	L.E.A. Contribution	Anticipated Second Year
Staff:			
Aide	$ 4000.00		$4000.00
Facilities:			
PACE Center Mobile Unit	8500.00		
Installation of utility access at site $250		$1250.00	
Utilities @ $50 per month		450.00	(450.00)*
Maintenance			200.00
Equipment:			
Office	460.00		
Fixtures	400.00		
Audio-visual	1600.00		200.00
Instructional Materials:			
Books & Pamphlets	600.00		50.00
Audio-visual	4100.00		500.00
Consumable:			
Testing	1100.00		500.00
Subscription services	80.00		80.00
Miscellaneous	100.00		50.00
Totals	$20,940.00	$1700.00	$5580.00 $(450)*

* LEA Contribution

PHYSICAL FACILITY
PACE CENTER

DESCRIPTION

The PACE CENTER is a 12' x 48' (overall) mobile unit built by a mobile home builder. (See Appendix, Exhibit G for floorplan)

12' x 44' shell with 2" x 4" sidewall studs on 16" centers, 3/16' interior paneling (light oak), insulated with 3 1/2" insulation in the walls, 6 1/2" insulation in the ceiling, and 6 1/2" insulation in the floor. Aluminum foamcore insulated exterior siding. Interior cabinet and counter-top materials coordinated with paneling.

Inside is open with no cross-walls, full-length center-run fluorescent lighting, wall-to-wall carpeting and self-contained electric furnace with integral refrigerated air-conditioning ducted under the floor to four vents.

Toilet and lavatory facilities are not included.

Two separated doorways are placed on the same side of the unit. Dead-bolt security locks and storm doors are provided. No windows are included.

Unit is towable, frame is reinforced. Stop, signal and marker lights are permanently attached and wired for quick-connect to towing vehicle. "Wide load" and flasher lights conforming to state law are permanently attached to the backs of the units. Tandem axles with electric brakes are provided; suspension is adequate for trailer weight and 2000 to 4000 pounds of installed equipment. Six storable leveling jacks and two portable stairs are provided for each unit.

Units require 150 amp. 220v/110v service with two external weather proofed junction boxes, one 100 amp. and one 50 amp. and two 15' heavy duty weatherproofed entrance cables for connection to electrical service at site locations. Units are equipped with grounded 110v double outlet boxes located 32 inches apart on the full perimeter of each unit and 40" above the floor. All wiring meets applicable national, state and local codes.

Two fire extinguishers and other equipment necessitated by the Occupational Safety and Health Act is provided for each unit.

Interiors of each unit were constructed with the built-in counters and storage cabinets as noted in the floor plans.

Inasmuch as possible, construction conformed to trailer-house standards to minimize the cost factors of custom building the units.

Recommended additions:

The following recommendations are a result of the operation of the mobile units. It is recommended that:

Exterior lights over the doorways be provided for safety and security.

Adequate ventilation be provided in addition to air conditioning.

Two rows of lights be positioned above counter work areas to prevent glare and shadows.

Heavy-duty storm doors or heavy duty trailer-house doors be provided.

Specifications

Body Dimensions: 12' x 45'. (12' x 48' overall)

Doors: Two exterior doors, 2'8" x 6'8" with storm doors.

Steps: Two steel steps and landings for entrances that are lightweight, collapsible and easily transported.

Frame: Heavy duty frame and hitch.

Walls: 2" x 3" studs on 16" centers
1/4" interior paneling
.019 gauge ribbed-aluminum outside

Roof: Trusses with 1/2" plywood under heavy gauge aluminum.

Floors: 2" x 6" Standard fir joint on 16" centers, 3/4" particle board.

Insulation: Wall - 3 1/2" fiber glass
Roof - 6" fiber glass
Floor - 6" fiber glass

Lighting: Fluorescent direct lighting - 100 ft. candles at 30" above floor.

Undercoating: Asphalt based undercover or coating.

Tires and axle: Tandem axle and four electric brakes, Tires - eight ply nylon 14.7 x 5.

Carpeting: Carpeting throughout - 1/10 gauge, 270 pitch, 8.2 rows per inch, .150" pile height, 26.5 ounces per yard, shock proof/static free, soil/water/stain resistant, gold/green in color, primary and secondary jute back with rubber waffle type padding; color selection to be approved prior to installation.

Equipment and Instructional Materials

The Appendix (See Exhibit H) contains a listing of the equipment, instructional materials and supplies utilized in the PACE Center during the first year of operation. Included is an estimate of costs and sources of supply.

Evaluation of Materials: This listing includes many of the best materials available in the fall of 1973. At this time, even more and better materials are on the market for use in occupational exploration. As these materials represent a major expense in the establishment of the Center, careful evaluation and selection procedures should be implemented to assure wise use of funds.

APPENDIX

Exhibit A

Matching Interests and Occupations

Information Sheet

MATCHING INTERESTS AND OCCUPATIONS

COLLEGES and UNIVERSITIES

IDAHO

BOISE STATE UNIVERSITY
BOISE, IDAHO 83725

COLLEGE OF IDAHO
CALDWELL, IDAHO 83605

COLLEGE OF SOUTHERN IDAHO
P. O. BOX 1238
TWIN FALLS, IDAHO 83301

IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209

LEWIS-CLARK STATE COLLEGE
EIGHTH AVENUE AND SIXTH STREET
LEWISTON, IDAHO 83501

NORTHWEST NAZARENE COLLEGE
NAMPA, IDAHO 83651

NORTH IDAHO COLLEGE
1000 W. GARDEN AVENUE
COEUR d'ALENE, IDAHO 83814

RICKS COLLEGE
REXBURG, IDAHO 83440

UNIVERSITY OF IDAHO
MOSCOW, IDAHO 83843

UTAH

BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH 84601

UNIVERSITY OF UTAH
SALT LAKE CITY, UTAH 84112

UTAH STATE UNIVERSITY
LOGAN, UTAH 84321

WEBER STATE COLLEGE
3750 HARRISON BOULEVARD
OGDEN, UTAH 84403

VOCATIONAL-TECHNICAL SCHOOLS

AREA VOCATIONAL-TECHNICAL SCHOOL
BOISE STATE UNIVERSITY
BOISE, IDAHO 83725

AREA VOCATIONAL-TECHNICAL SCHOOL
COLLEGE OF SOUTHERN IDAHO
P. O. BOX 1238
TWIN FALLS, IDAHO 83301

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL
IDAHO FALLS, IDAHO 83401

AREA VOCATIONAL-TECHNICAL SCHOOL
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83201

AREA VOCATIONAL-TECHNICAL SCHOOL
LEWIS-CLARK STATE COLLEGE
LEWISTON, IDAHO 83501

AREA VOCATIONAL-TECHNICAL SCHOOL
NORTH IDAHO COLLEGE
1000 W. GARDEN AVENUE
COEUR d' ALENE, IDAHO 83814

PRIVATE SCHOOLS

(Listed in alphabetical order by cities in Idaho)

BINGHAM MEMORIAL HOSPITAL, BLACKFOOT
BOISE ACADEMY OF HAIR DESIGN, BOISE
BOISE SECRETARIAL CENTER, BOISE
HOLLYWOOD BEAUTY COLLEGE, BOISE
IMPERIAL DOG GROOMING SCHOOL, BOISE
LADY CATHERINE PROFESSIONAL BEAUTY COLLEGE, BOISE
LINK'S SCHOOL OF BUSINESS, BOISE
STATE BARBER and BEAUTY COLLEGE, BOISE
CASSIA MEMORIAL HOSPITAL, BURLEY
OVERLAND BEAUTY COLLEGE, BURLEY
CALDWELL MEMORIAL HOSPITAL SCHOOL, CALDWELL
HOLLYWOOD BEAUTY COLLEGE, CALDWELL
KANE'S SCHOOL OF BEAUTY CULTURE, COEUR d'ALENE
WILLIAM KNOX MEMORIAL HOSPITAL SCHOOL, EMMETT
BERNINA SEWING CENTER, IDAHO FALLS
GLENN E. CLARK, SECRETARIAL & ACCOUNTING COLLEGE, IDAHO FALLS
KING-LAWRENCE BEAUTY COLLEGE, IDAHO FALLS
SACRED HEART HOSPITAL SCHOOL, IDAHO FALLS
VOGUE BEAUTY COLLEGE, IDAHO FALLS
MR. NICK'S BEAUTY COLLEGE, LEWISTON
GRITMAN MEMORIAL HOSPITAL SCHOOL, MOSCOW
IDAHO COLLEGE OF BARBARING & MEN'S HAIR STYLING, NAMPA
PARKER'S HOLLYWOOD BEAUTY COLLEGE, NAMPA
SUPERIOR WESTERN PROFESSIONAL BEAUTY COLLEGE, NAMPA
PAYETTE BEAUTY COLLEGE, PAYETTE
ST. ANTHONY COMMUNITY HOSPITAL SCHOOL, POCATELLO
KING-LAWRENCE BEAUTY COLLEGE, REXBURG
BEAUTY ARTS ACADEMY, TWIN FALLS
MR. JUAN'S COLLEGE OF HAIR DESIGN, TWIN FALLS
PARKER'S HOLLYWOOD BEAUTY COLLEGE, TWIN FALLS
ROLLIE MOORE SCHOOL OF BROADCAST, TWIN FALLS
TWIN FALLS BUSINESS COLLEGE, TWIN FALLS
WESTERN NATIONAL SCHOOL OF HEAVY EQUIPMENT OPERATION, INC., WEISER ,

APPRENTICESHIP TRAINING

AIR CONDITIONING MECHANIC
AIRCRAFT MECHANIC
APPLIANCE SERVICEMAN
AUTO BODY & FENDER REPAIR
AUTO GLASS INSTALLER
AUTO MACHINIST
AUTO MECHANIC
AUTO PAINTER
BAKER
BINDERY WORKER
BLACKSMITH
BOILERMAKER
BRAKEMAN (R.R.)
BRICKLAYER
BUSINESS MACHINE SERVICEMAN
BUTCHER
CABINET MAKER
CAMERAMAN (GRAPHIC ARTS)
CANVAS WORKER
CARMAN (R.R.)
CARPENTER
CEMENT MASON
COMMUNICATIONS TECHNICIAN
COMPOSING ROOM MACHINIST
COMPOSITOR (PRINTING IND.)
CONSTRUCTION INDUSTRY
COOK
DECORATOR (CONSTRUCTION IND)
DENTAL TECHNICIAN
DIESEL MECHANIC
DRY-WALL TAPER
ELECTRIC MOTOR REPAIRMAN
ELECTRICIAN
ELECTRONICS TECHNICIAN
ELECTROPLATER
ENGINEER (R.R.)
FARM EQUIPMENT MECHANIC
FIREMAN (R.R.)
FLOOR COVERER
GAS ENGINE REPAIR
GLAZIER
GUNSMITH
HEAVY EQUIPMENT MECHANIC
HEAVY EQUIPMENT OPERATOR
IRON WORKER
JEWELER
LATHER
LINEMAN
LOCKSMITH
MACHINIST
MAILER (PRINTING IND.)
MEATCUTTER
METAL POLISHER
MILLMAN
MONUMENT MAKER
MOTOR BOAT MECHANICS
MOTOR CYCLE MECHANIC
OPERATING ENGINEER (CONSTRUCTION)
OPTICAL TECHNICIAN
PAINTER (CONSTRUCTION)
PIPEFITTER
PLASTERER
PLATEMAKER (GRAPHIC ARTS)
PLUMBER
POWER PLANT MECHANIC
PRESSMAN
PRINTER
PRINTING INDUSTRY
PUMP REPAIRMAN (SERVICE STATION)
RADIO/TV REPAIRMAN
RAILROAD INDUSTRY
REFRIGERATION MECHANIC
ROOFER
SHEETMETAL WORKER
SIGN ELECTRICIAN
SIGN PAINTER
SMALL ENGINE REPAIR
STEREOTYPER (GRAPHIC ARTS)
TENT/AWNING MAKER
TRUCK MECHANIC
TROWELER (CONSTRUCTION)
UPHOLSTERER
WELL DRILLER

FOR SUCH SERVICES OR MORE SPECIFIC INFORMATION, ASSISTANCE MAY BE FURNISHED BY ANY OF THE FOLLOWING:

BUREAU OF APPRENTICESHIP & TRAINING
U. S. DEPARTMENT OF LABOR
BOX 01, FEDERAL BUILDING
550 WEST FORT STREET
BOISE, IDAHO 83724

DEPARTMENT OF EMPLOYMENT, LOCAL OFFICE

OPPORTUNITIES FOR CAREER PREPARATION

DIRECTIONS

THIS IS A LIST OF OCCUPATIONS RELATED TO THE TEN CATAGORIES OF THE KUDER E GENERAL INTEREST SURVEY. SINCE SOME JOBS MAY APPEAR IN MORE THAN ONE GROUP, YOU MAY WANT TO COMBINE TWO OR MORE AREAS, SUCH AS OUTDOOR AND SCIENTIFIC. MOST OF THE JOBS LISTED ALSO HAVE SEVERAL RELATED OCCUPATIONS WHICH YOU MAY WANT TO CONSIDER.

1. REVIEW BELOW THE DEFINITIONS OF EACH INTEREST AREA FROM THE KUDER GIS, THEN LOCATE THE INTEREST AREAS YOU WOULD LIKE TO EXPLORE.
2. ON THE LAST PAGE OF THIS GUIDE IS A WORKSHEET WHICH MAY HELP YOU IN YOUR EXPLORATION AND PLANNING.
3. WHAT THE NUMBERS MEAN: YOU CAN USE THESE NUMBERS TO QUICKLY LOCATE CAREER INFORMATION FILED IN THE COUNSELOR'S OFFICE OR MEDIA CENTER.

DEFINITION OF INTEREST AREAS:

OUTDOOR INTEREST MEANS YOU LIKE BEING OUTSIDE MOST OF THE TIME. PEOPLE WHO HAVE HIGH OUTDOOR INTEREST ENJOY NATURE AND ACTIVITIES LIKE BIKE RIDING, CAMPING, HIKING, OR OTHER OUTDOOR LEISURE ACTIVITIES. IF THIS DESCRIBES YOU, CONSIDER A JOB WHICH TAKES YOU OUTSIDE PART OR ALL OF THE DAY, SUCH AS CIVIL ENGINEERING, AGRICULTURE, CONSTRUCTION WORK, OR LAW ENFORCEMENT.

MECHANICAL INTEREST INDICATES YOU LIKE WORKING WITH MACHINES AND TOOLS, PERHAPS BUILDING OR REPAIRING SOMETHING, MAKING CLOTHES OR COOKING. MECHANICS, CARPENTERS, DENTAL ASSISTANTS AND ENGINEERS USUALLY HAVE HIGH MECHANICAL INTERESTS.

COMPUTATIONAL INTEREST SHOWS YOU LIKE TO WORK WITH NUMBERS AND PROBABLY ENJOY MATH GAMES AND PUZZLES. HIGH INTEREST IN THIS AREA SUGGESTS YOU MIGHT LIKE SUCH JOBS AS BOOKKEEPER, ACCOUNTANT, BANK TELLER, OR COMPUTOR OPERATOR.

SCIENTIFIC INTEREST MEANS THAT YOU LIKE TO SOLVE PROBLEMS OR DISCOVER HOW THINGS ARE MADE OR WORK. YOU MAY ENJOY STUDYING BIOLOGY, CHEMISTRY, OR EARTH SCIENCE, OR WORKING ON EXPERIMENTS. DOCTORS, NURSES, RADIO/TV REPAIRMAN, PILOTS AND FORESTERS USUALLY HAVE HIGH SCIENTIFIC INTERESTS.

PERSUASIVE INTEREST MEANS THAT YOU LIKE TO MEET AND DEAL WITH PEOPLE AND TO PROMOTE PROJECTS OR SELL THINGS. YOU MAY ENJOY STUDENT GOVERNMENT, SPEECH AND DEBATE OR JUST "TALKING TO PEOPLE". MOST ACTORS, MODELS SALESPEOPLE, WRITERS AND MANAGERS HAVE HIGH PERSUASIVE INTERESTS.

ARTISTIC INTEREST MEANS YOU LIKE TO DO CREATIVE WORK WITH YOUR HANDS. IT IS USUALLY WORK THAT HAS "EYE APPEAL" INVOLVING ATTRACTIVE DESIGN, COLOR, AND MATERIALS. PAINTERS, ARCHITECTS, DESIGNERS, BEAUTICIANS AND ADVERTISING ARTISTS ALL DO "ARTISTIC" WORK.

LITERARY INTEREST SHOWS THAT YOU LIKE TO READ AND MAY ENJOY CREATIVE WRITING. YOU PROBABLY LIKE ENGLISH, HISTORY OR JOURNALISM AND ENJOY CROSSWORD PUZZLES AND STORIES OR NOVELS. "LITERARY" JOBS INCLUDE REPORTERS, EDITORS, LIBRARIANS, TEACHERS AND HISTORIANS.

MUSICAL INTEREST SHOWS YOU LIKE LISTENING TO CONCERTS, PLAYING MUSIC, OR SINGING. MUSIC TEACHERS, MUSICIANS, AND DANCERS USUALLY HAVE HIGH MUSICAL INTERESTS.

SOCIAL SERVICE INTEREST INDICATES THAT YOU LIKE HELPING PEOPLE, PERHAPS WORKING WITH THOSE WHO ARE SICK, OR DISCOURAGED, AND THOSE WHO WANT TO LEARN. LAWYERS, TEACHERS, HEALTH SERVICE WORKERS, PSYCHOLOGISTS, AND RECREATION WORKERS USUALLY HAVE HIGH SOCIAL SERVICE INTERESTS.

CLERICAL INTEREST MEANS YOU LIKE WORK THAT REQUIRES PRECISION AND ACCURACY. JOBS SUCH AS SECRETARY, BOOKKEEPER, DENTAL ASSISTANT, KEYPUNCH OPERATOR, OFFICE MACHINE SERVICEMAN AND COURT REPORTER ARE FOUND IN THIS INTEREST AREA.

OCCUPATIONS

RELATED TO OUTDOOR INTEREST

OCCUPATION	DOT
AEROSPACE ENGINEERS	002
AGRICULTURAL ENGINEERS	013
AIRLINE PILOTS	196
AIRPLANE GROUND SERVICEMEN	912
AIRPLANE MECHANICS	621
AMBULANCE DRIVERS	913
ANIMAL KEEPERS	356
ANTHROPOLOGISTS	055
ARCHAEOLOGISTS	055
ARMED FORCES	378
ASBESTOS & INSULATING WORKERS	863
ATHLETIC COACHES	099
BOILERMAKERS	805
BOOK EDITORS	132
BOTANISTS	041
BRICKLAYERS	861
BUILDING CONTRACTORS	182
CABLE SPLICERS	829
CARPENTERS	860
CATTLEMEN	431
CEMENT MANUFACTURING WORKERS	570
CEMENT MASONS	844
CIVIL ENGINEERS	005
COMMERCIAL & INDUSTRIAL PHOTOGRAPHERS	143
CONSTRUCTION LABORERS	86-
COOPERATIVE EXTENSION SERVICE WORKERS	096
CROP SCIENTISTS	040
CUSTOMS WORKERS	188
DAIRY FARMERS	411
DELIVERY ROUTE SALESMEN	292
DIVERS	439
DRIVING INSTRUCTORS	099
ELEMENTARY SCHOOL TEACHERS	092
FARM EQUIPMENT DEALERS	277
FARM LABORERS	421
FBI AGENTS	375
FEDERAL GOVERNMENT INSPECTORS & EXAMINERS	168
FIRE FIGHTERS	373
FISHERMEN	431
FLIGHT ENGINEERS	621
FLORISTS	142
FORESTERS	040
FOREST TECHNICIANS	441
FUR FARMERS	419
GARDENERS & GROUNDS KEEPERS	407
GEOGRAPHERS	059
GEOLOGISTS	024
GEOPHYSICISTS	024
GLAZIERS	865
GUARDS, WATCHMEN	372
HELICOPTER PILOTS	196
HIGHWAY ENGINEERS	005
HORTICULTURISTS	406
LANDSCAPE ARCHITECTS	019
LATHERS	842
LINEMEN	822
LOCAL BUS DRIVERS	913
LOCAL TRUCK DRIVERS	900
LONG DISTANCE TRUCK & BUS DRIVERS	903
LONGSHOREMEN & STEVEDORES	911
LUMBERMEN	940
MAIL CARRIERS	233
MERCHANT MARINE OFFICERS	197
MERCHANT SEAMEN	911
METAL MINING WORKERS	010
MINING ENGINEERS	010
MUSEUM WORKERS	102
NURSERYMEN & LANDSCAPERS	406
OCEANOGRAPHERS	024
OCEANOGRAPHIC TECHNICIANS	195
OPERATING ENGINEERS	859
OPERATING RAILROAD WORKERS	910
PARK RANGERS	169
PEST CONTROL OPERATORS	389
PETROLEUM ENGINEERS	010
PETROLEUM EXPLORATION & PRODUCTION WORKERS	011
PHYSICAL EDUCATION TEACHERS	099
PLUMBERS & PIPEFITTERS	862
POLICE	375
POLICEWOMEN	375
POULTRYMEN	412
POWER TRUCK OPERATORS	892
PRESS PHOTOGRAPHERS	143
PROFESSIONAL ATHLETES	153
PUBLIC UTILITY WORKERS	959
RADIO-TV SERVICE TECHNICIANS	720
RAILROAD BRAKEMEN	910
RAILROAD FREIGHT CONDUCTORS	198
RAILROAD TRACK WORKERS	869
REAL ESTATE APPRAISERS	250
RECREATION WORKERS	187
REPORTERS	132
ROOFERS	804
SAFETY ENGINEERS	012
SERVICE STATION WORKERS	915
SHIPBUILDERS	807
SOIL SCIENTISTS	040
STATE TRAFFIC OFFICERS (hiway patrol)	375

OCCUPATIONS

RELATED TO OUTDOOR INTEREST

OCCUPATION	DOT
STRUCTURAL IRON WORKERS	809
SURVEYORS	018
TAXICAB DRIVERS	913
TELEPHONE INSTALLERS	822
TREE EXPERTS	040
VETERINARIANS	073
WELDERS	810
WILDLIFE MANAGERS	040
ZOOLOGISTS	041

OCCUPATIONS

RELATED TO MECHANICAL INTEREST

OCCUPATION	DOT
AEROSPACE ENGINEERS	002
AEROSPACE INDUSTRIES MANUFACTURING WORKERS	806
AEROSPACE TECHNICIANS	621
AGRICULTURAL ENGINEERS	013
AIR CONDITIONING & REFRIGERATION ENGINEERS	007
AIR CONDITIONING TECHNICIANS	637
AIRLINE PILOTS	196
AIRPLANE GROUND SERVICEMEN	912
AIRPLANE MECHANICS	621
AIR TRAFFIC CONTROLLERS	193
ALUMINUM INDUSTRY WORKERS	501
AMBULANCE DRIVERS	913
ANESTHETISTS	070
APARTMENT HOUSE JANITORS	381
APARTMENT HOUSE MANAGERS	320
APPAREL PATTERNMAKERS	781
APPRENTICES	
ARCHITECTS	001
ARMED FORCES	378
ASBESTOS & INSULATING WORKERS	863
ASSEMBLERS IN THE ELECTRONICS INDUSTRY	730
ASTRONOMERS	021
ATOMIC ENERGY TECHNICIANS	015
AUTOMATIC VENDING ROUTEMAN	292
AUTOMOBILE BODY REPAIRMEN	807
AUTOMOBILE MANUFACTURING WORKERS	806
AUTOMOBILE SALESMEN	280
AUTOMOTIVE MECHANICS	620
AUTOMOTIVE PARTS SALESMEN	289
BAKERS	526
BLACKSMITHS	610
BOILERMAKERS	805

OCCUPATION	DOT
BOOKBINDERS	643
BOOK EDITORS	132
BOWLING MACHINE MECHANICS	829
BRICKLAYERS	861
BROADCAST TECHNICIANS	194
BUILDING CONTRACTORS	182
BUILDING SERVICE WORKERS	381
BUTCHERS	316
CABINETMAKERS	660
CABLE SPLICERS	829
CARPENTERS	860
CEMENT MANUFACTURING WORKERS	570
CEMENT MASONS	844
CERAMIC ENGINEERS	006
CHEMICAL ENGINEERS	008
CIVIL ENGINEERS	005
CLEANING & DYEING WORKERS	362
COIN VENDING MACHINE MECHANICS	639
COMMERCIAL & INDUSTRIAL PHOTOGRAPHERS	143
COMPOSITORS & PRINTING PRESSMEN	651 973
CONFECTIONARY INDUSTRY WORKERS	529
CONSTRUCTION LABORERS	86
COOKS AND CHEFS	313
COOPERATIVE EXTENSION SERVICE WORKERS	096
CROP SCIENTISTS	040
CUSTOM TAILORS & DRESSMAKERS	785
DAIRY FARMERS	411
DAIRY INDUSTRY WORKERS	529
DAIRY TECHNOLOGISTS	040
DARKROOM TECHNICIANS	976
DATA-PROCESSING MACHINE OPERATORS	213
DATA-PROCESSING MACHINE SERVICEMEN	828
DENTAL HYGIENISTS	078
DENTAL LABORATORY TECHNICIANS	712
DENTISTS	072
DIESEL MECHANICS	625
DIVERS	439
DRAFTSMEN	017
DRAPERY SEAMSTRESSES	787
DUPLICATING MACHINE OPERATORS	207
ELECTRICAL ENGINEERS	003
ELECTRICAL REPAIRMEN	829
ELECTRICIANS	824
ELECTRONICS ENGINEERS	003
ELECTRONIC TECHNICIANS	003
ELECTROPLATERS	500
ELEMENTARY SCHOOL TEACHERS	092

OCCUPATIONS

RELATED TO MECHANICAL INTEREST

OCCUPATION	DOT
FARM EQUIPMENT DEALERS	277
FARM LABORERS	421
FILM EDITORS	143
FINGERPRINT TECHNICIANS	375
FIRE FIGHTERS	373
FIRE PROTECTION ENGINEERS	012
FISHERMEN	431
FLIGHT ENGINEERS	621
FLOOR COVERING INSTALLERS	864
FOOD STORE WORKERS	290
FOOD TECHNOLOGISTS	022
FOREMEN	183
FOREST TECHNICIANS	441
FUR INDUSTRY WORKERS	783
GARDENERS & GROUNDS KEEPERS	407
GEOLOGISTS	024
GEOPHYSICISTS	024
GLAZIERS	015
HELICOPTER PILOTS	196
HIGH SCHOOL TEACHERS	091
HIGHWAY ENGINEERS	005
HOME APPLIANCE SERVICEMEN	637
HOTEL & MOTEL WORKERS	242
INDUSTRIAL DESIGNERS	142
INDUSTRIAL ENGINEERS	012
INHALATION THERAPISTS	079
INSTRUMENT REPAIRMEN	710
IRON & STEEL WORKERS	512
JEWELERS	700
KEYPUNCH OPERATORS	213
LATHERS	842
LAUNDRY WORKERS	361
LENS GRINDERS	673
LINEMEN	822
LOCAL BUS DRIVERS	913
LOCAL TRUCK DRIVERS	900
LONG DISTANCE TRUCK & BUS DRIVER	903
LONGSHOREMEN & STEVEDORES	911
LUMBERMEN	940
MACHINISTS	600
MAIDS	32[illegible]
MAINTENANCE MEN	899
MEAT_PACKING WORKERS	525
MECHANICAL ENGINEERS	007
MEDICAL TECHNOLOGISTS	078
MERCHANT SEAMEN	911
MATALLURGICAL ENGINEERS	011
METAL MINING WORKERS	010
MILLWRIGHTS	638
MINING ENGINEERS	010
MOTORCYCLE MECHANICS	620
MUSICAL INSTRUMENT REPAIRMEN	730
NONFERROUS METALS INDUSTRY WORKERS	519

OCCUPATION	DOT
NUCLEAR ENGINEERS	015
OCCUPATIONAL THERAPISTS	079
OFFICE MACHINE SERVICEMEN	633
OFFSET LITHOGRAPHERS	971
OPERATING ENGINEERS	859
OPERATING RAILROAD WORKERS	910
OPTICAL MECHANICS	713
OPTICIANS	713
OPTOMETRISTS	079
PAINTERS & PAPERHANGERS	840
PEST CONTROL OPERATORS	389
PETROLEUM ENGINEERS	010
PETROLEUM EXPLORATION & PRODUCTION WORKERS	011
PETROLEUM REFINERY WORKERS	541
PHOTOENGRAVERS	971
PHOTOGRAPHIC LABORATORY TECHNICIANS	976
PHYSICAL THERAPISTS	079
PHYSICISTS	023
PHYSICS TECHNICIANS	023
PIANO TUNERS	730
PLASTERERS	842
PLASTICS INDUSTRY WORKERS	754
PLUMBERS & PIPEFITTERS	862
POWER TRUCK OPERATORS	892
PRESS PHOTOGRAPHERS	143
PUBLIC UTILITY WORKERS	959
RADIOLOGIC TECHNOLOGISTS	078
RADIOLOGISTS	070
RADIO-TV SERVICE TECHNICIANS	720
RAILROAD BRAKEMEN	910
RAILROAD FREIGHT CONDUCTORS	198
RAILROAD TRACK WORKERS	869
REFRIGERATION & AIR-CONDITIONING MECHANICS	637
RETAIL SALESPEOPLE	260
ROD & CHAIN MEN	018
ROOFERS	804
SAFETY ENGINEERS	012
SANITARY ENGINEERS	005
SAWMILL WORKERS	567
SERVICE STATION WORKERS	915
SHEET METAL WORKERS	804
SHIPBUILDERS	807
SHIPPING CLERKS	222
SHOE REPAIRMEN	365
SHORT ORDER COOKS	314
SOFT DRINK INDUSTRY WORKERS	520
STATIONARY ENGINEERS	950
STRUCTURAL CLAY PRODUCTS MANUFACTURING WORKERS	779
STRUCTURAL IRON WORKERS	809

OCCUPATIONS

RELATED TO MECHANICAL INTEREST

OCCUPATION	DOT
TABULATING MACHINE OPERATORS	213
TAXICAB DRIVERS	913
TELEPHONE INDUSTRY FRAMEMEN	822
TELEPHONE INSTALLERS	822
TELETYPE OPERATORS	203
TIRE VULCANIZERS	750
TOOL & DIE MAKERS	601
TRAFFIC ENGINEERS	019
UPHOLSTERERS	780
WAREHOUSE WORKERS	922
WATCH REPAIRMEN	715
WELDERS	810

OCCUPATIONS

RELATED TO COMPUTATIONAL INTEREST

OCCUPATION	DOT
ACCOUNTANTS	160
ACCOUNTING CLERKS	219
ACTUARIES	020
AGRICULTURAL ENGINEERS	013
AIR-CONDITIONING & REFRIGERATION ENGINEERS	007
AIRLINE DISPATCHERS	912
AIRLINE PILOTS	196
AIRLINE TRAFFIC AGENTS & CLERKS	912
AIR TRAFFIC CONTROLLERS	193
ARCHITECTS	001
ARMED FORCES	378
ASTRONOMERS	021
ATOMIC ENERGY TECHNICIANS	015
BANK OFFICERS	186
BANK WORKERS	212
BIOCHEMISTS	041
BOOK EDITORS	132
BOOKKEEPERS	210
BOOKKEEPING MACHINE OPERATORS	215
BUILDING CONTRACTORS	182
BUYERS	162
CALCULATING MACHINE OPERATORS	216
CASHIERS	211
CERTIFIED PUBLIC ACCOUNTANTS	160
CHEMICAL ENGINEERS	008
CHEMISTS	022
CITY MANAGERS	188
CITY PLANNERS	199
CIVIL ENGINEERS	005
CREDIT MANAGERS	168
CROP SCIENTISTS	040
DAIRY TECHNOLOGISTS	040
DATA-PROCESSING MACHINE OPERATORS	213
DATA-PROCESSING MACHINE SERVICEMEN	828
DRAFTSMEN	017
ECONOMISTS	050
ELECTRICAL ENGINEERS	003
ELECTRONIC TECHNICIANS	003
EXECUTIVES	189
EXPORT AND IMPORT WORKERS	184
FBI AGENTS	375
FIRE PROTECTION ENGINEERS	012
FLIGHT ENGINEERS	621
FLOOR COVERING INSTALLERS	864
FOOD STORE WORKERS	290
FOOD TECHNOLOGISTS	022
FOREIGN SERVICE WORKERS	188
GEOGRAPHERS	059
GEOLOGISTS	024
GEOPHYSICISTS	024
HELICOPTER PILOTS	196
HIGHWAY ENGINEERS	005
HOSPITAL ADMINISTRATORS	187
INDUSTRIAL ENGINEERS	012
INSTRUMENT REPAIRMEN	710
INSURANCE ADJUSTERS	241
INSURANCE AGENTS	250
INSURANCE CLERKS	209
INSURANCE UNDERWRITERS	169
INTERNAL REVENUE AGENTS	188
MATHEMATICIANS	020
MECHANICAL ENGINEERS	007
MEDICAL RECORD LIBRARIANS	100
METALLURGICAL ENGINEERS	011
METREOROLOGISTS	025
MINING ENGINEERS	010
NUCLEAR ENGINEERS	015
OCEANOGRAPHERS	024
OFFICE CLERKS	209
OPTOMETRISTS	079
PETROLEUM ENGINEERS	010
PHYSICISTS	023
PHYSICS TECHNICIANS	023
PROGRAMMERS	020
PUBLIC HEALTH SANITARIANS	079
PURCHASING AGENTS	162
RADIO-TV TIME SALESMAN	253
REAL ESTATE AGENTS	250
RESTAURANT MANAGERS	187
SANITARY ENGINEERS	005
SECURITIES SALESMEN	251
SHEET METAL WORKERS	804
SHIPBUILDERS	807
SHIP DESIGNERS	014
SOIL SCIENTISTS	040
SPECIAL LIBRARIANS	100
SURVEYORS	018
TAPE LIBRARIANS	223
TECHNICAL WRITERS	139
TRAFFIC ENGINEERS	019

OCCUPATIONS

RELATED TO SCIENTIFIC INTEREST

OCCUPATION	DOT
AEROSPACE ENGINEERS	.002
AGRICULTURAL ENGINEERS	013
AIR-CONDITIONING & REFRIGERATION ENGINEERS	007
AIR-CONDITIONING TECHNICIANS	637
AIRLINE DISPATCHERS	912
AIRLINE PILOTS	196
AIRPLANE MECHANICS	621
ANESTHETISTS	070
ANTHROPOLOGISTS	055
ARCHAEOLOGISTS	055
ARMED FORCES	378
ASTRONOMERS	021
ATOMIC ENERGY TECHNICIANS	015
AUTOMOTIVE MECHANICS	620
BIOCHEMISTS	041
BIOLOGICAL SCIENTISTS	041
BOOK EDITORS	132
BOTANISTS	041
BROADCAST TECHNICIANS	194
CATTLEMEN	413
CHEMICAL ENGINEERS	008
CHEMISTS	022
CHIROPRACTORS	079
CITY MANAGERS	188
CITY PLANNERS	199
CIVIL ENGINEERS	005
COMMERCIAL & INDUSTRIAL PHOTOGRAPHERS	143
COOPERATIVE EXTENSION SERVICE WORKERS	096
CRIMINOLOGISTS	054
CROP SCIENTISTS	040
DAIRY FARMERS	411
DAIRY INDUSTRY WORKERS	529
DAIRY TECHNOLOGISTS	040
DATA-PROCESSING MACHINE OPERATORS	213
DATA-PROCESSING MACHINE SERVICEMEN	828
DENTAL ASSISTANTS	079
DENTAL HYGIENISTS	078
DENTAL LABORATORY TECHNICIANS	712
DENTISTS	072
DETECTIVES	376
DIETITIANS	077
DRAFTSMEN	017
ECONOMISTS	050
EKG (electrocardiogram) TECH.	078
ELECTRICAL ENGINEERS	003
ELECTRICIANS	824
ELECTRONICS ENGINEERS	003
ELECTRONIC TECHNICIANS	003
EXPERIMENTAL PSYCHOLOGISTS	045
FBI AGENTS	375
FINGERPRINT TECHNICIANS	375
FIRE PROTECTION ENGINEERS	012
FLIGHT ENGINEERS	621
FLORISTS	142
FOOD FREEZING & CANNING WORKERS	529
FOOD TECHNOLOGISTS	022
FORESTERS	040
FOREST TECHNICIANS	441
FUNERAL DIRECTORS & EMBALMERS	338
GARDENERS & GROUNDS KEEPERS	407
GEOGRAPHERS	059
GEOLOGISTS	024
GEOPHYSICISTS	024
HELICOPTER PILOTS	196
HIGHWAY ENGINEERS	005
HOME APPLIANCE SERVICEMEN	637
HOME ECONOMISTS	096
HORTICULTURISTS	406
HOSPITAL ATTENDANTS	079
INHALATION THERAPISTS	079
INSTRUMENT REPAIRMEN	710
IRON & STEEL WORKERS	512
LANDSCAPE ARCHITECTS	019
LICENSED PRACTICAL NURSES	079
MACHINISTS	600
MATHEMATICIANS	020
MECHANICAL ENGINEERS	007
MEDICAL ASSISTANTS	079
MEDICAL ILLUSTRATORS	141
MEDICAL LABORATORY ASSISTANCE	078
MEDICAL LIBRARIANS	100
MEDICAL RECORD LIBRARIANS	100
MEDICAL RESEARCHERS	070
MEDICAL SOCIAL WORKERS	195
MEDICAL TECHNOLOGISTS	078
METALLURGICAL ENGINEERS	011
METEOROLOGISTS	025
MICROBIOLOGISTS	041
MINING ENGINEERS	010
MUSEUM WORKERS	102
NONFERROUS METALS INDUSTRY WORKERS	519
NUCLEAR ENGINEERS	015
NURSERYMEN & LANDSCAPERS	406
NURSE'S AIDES	355
OCCUPATIONAL THERAPISTS	079
OCEANOGRAPHERS	024
OCEANOGRAPHIC TECHNICIANS	199
OPHTHALMOLOGISTS	070
OPTICAL MECHANICS	713
OPTICIANS	299
OPTOMETRISTS	079
ORDERLIES	355
PATHOLOGISTS	070
PATTERNMAKERS	693
PEST CONTROL OPERATORS	389
PETROLEUM ENGINEERS	010
PHARMACISTS	074
PHARMACOLOGISTS	041
PHOTOENGRAVERS	971
PHYSICAL THERAPISTS	079
PHYSICIANS	070
PHYSICISTS	023
PHYSICS TECHNICIANS	023
PLUMBERS & PIPEFITTERS	862
PROBATION & PAROLE WORKERS	195
PROGRAMMERS	020
PSYCHIATRIC SOCIAL WORKERS	195
PSYCHIATRISTS	070
PSYCHOLOGISTS	045
	075
PUBLIC HEALTH NURSES	075
PUBLIC LIBRARIANS	100
PUBLIC UTILITY WORKERS	959
RADIOLOGIC TECHNOLOGISTS	078
RADIOLOGISTS	070
RADIO OPERATORS	379
RADIO-TV SERVICE TECHNICIANS	720
REGISTERED NURSES	075
REPORTERS	132
RETAIL SALESPEOPLE	260
SAFETY ENGINEERS	012
SANITARY ENGINEERS	005
SCIENCE WRITERS	139
SOIL SCIENTISTS	040
SPECIAL LIBRARIANS	100
SPEECH & HEARING CLINICIANS	079
SURGEONS	070
SYSTEMS ANALYSTS	012
SYSTEMS ENGINEERS	003
TEACHERS OF EXCEPTIONAL CHILDREN	094
TECHNICAL ILLUSTRATORS	017
TECHNICAL WRITERS	139
TOOL & DIE MAKERS	601
TRAFFIC ENGINEERS	019
TRANSLATORS & INTERPRETERS	137
TREE EXPERTS	040
VETERINARIANS	073
WELDERS	810
WILDLIFE MANAGERS	040
ZOOLOGISTS	041

OCCUPATIONS

RELATED TO PERSUASIVE INTEREST

OCCUPATION	DOT
ACTORS & ACTRESSES	150
ADVERTISING ACCOUNT EXECUTIVES	164
ADVERTISING COPYWRITERS	132
ADVERTISING WORKERS	141
AIRLINE STEWARDESSES	352
AIRLINE TRAFFIC AGENTS & CLERKS	912
AIRPORT MANAGERS	184
AIR TRAFFIC CONTROLLERS	193
APARTMENT HOUSE MANAGERS	320
ARMED FORCES	378
ATHLETIC COACHES	099
AUTOMATIC VENDING ROUTEMEN	292
AUTOMOBILE SALESMEN	280
AUTOMOTIVE PARTS SALESMEN	289
BAND LEADERS	152
BANK OFFICERS	186
BARTENDERS	312
BEAUTY OPERATORS	332
BOOK EDITORS	132
BOOKSHOP & BOOKSTORE CLERKS	289
BUTCHERS	316
BUYERS	162
CARTOONISTS	144
CASHIERS	211
CATERERS	187
CITY MANAGERS	188
CITY PLANNERS	199
CLERGYMEN	120
COLLEGE TEACHERS	090
COMPARISON SHOPPERS	296
COOPERATIVE EXTENSION SERVICE WORKERS	096
CREDIT COLLECTORS	240
CREDIT MANAGERS	168
CREDIT WORKERS	204
CUSTOMS WORKERS	188
CUSTOM TAILORS & DRESSMAKERS	785
DELIVERY ROUTE SALESMEN	292
DEMONSTRATORS	297
DEPARTMENT STORE SALESPEOPLE	260
DETECTIVES	376
DISC JOCKEYS	159
DISPLAY WORKERS	298
DRIVING INSTRUCTORS	099
ELEMENTARY SCHOOL TEACHERS	092
EMPLOYMENT SERVICE INTERVIEWERS	045
EXECUTIVES	189
EXPORT AND IMPORT WORKERS	184
FARM EQUIPMENT DEALERS	277
FASHION DESIGNERS	142
FILM EDITORS	143
FLORISTS	142
FOOD STORE CHECKERS	290
FOOD STORE WORKERS	290
FOREIGN CORRESPONDENTS	132
FOREIGN SERVICE WORKERS	188
FOREMEN	183
FREE-LANCE WRITERS	130
GENERAL MERCHANDISE SALESCLERKS	260
GUARDS, WATCHMEN	372
HIGH SCHOOL TEACHERS	091
HOME APPLIANCE SERVICEMEN	637
HOME ECONOMISTS	096
HOSPITAL ADMINISTRATORS	187
HOTEL & MOTEL WORKERS	242
HOTEL MANAGERS	163
HOUSE-TO-HOUSE SALESPEOPLE	289
INDUSTRIAL ENGINEERS	012
INSTRUMENTAL MUSIC TEACHERS	152
INSURANCE ADJUSTERS	241
INSURANCE AGENTS	250
INTERIOR DESIGNERS & DECORATORS	142
INTERNAL REVENUE AGENTS	188
JUDGES	111
KINDERGARTEN & NURSERY SCHOOL TEACHERS	092
LAWYERS	110
LITERARY AGENTS	191
MAGAZINE EDITORIAL WORKERS	132
MODELS	297
MUSICAL INSTRUMENT REPAIRMEN	730
NEWS CAMERAMEN	143
NEWSPAPER EDITORS	132
OCCUPATIONAL THERAPISTS	079
OFFICE MACHINE SERVICEMEN	633
OPTICIANS	299
ORCHESTRA CONDUCTORS	152
PERFORMING MUSICIANS	152
PERSONNEL WORKERS	166
PHYSICAL EDUCATION TEACHERS	099
PHYSICAL THERAPISTS	079
PLAYWRIGHTS	131
POLICE	375
POLICEWOMEN	375
POLITICAL WORKERS	165
PORTRAIT PHOTOGRAPHERS	143
PRESS PHOTOGRAPHERS	143
PRIVATE SWITCHBOARD OPERATORS	235
PROBATION & PAROLE WORKERS	195
PSYCHIATRIC SOCIAL WORKERS	195
PSYCHIATRISTS	070
PUBLIC HEALTH NURSES	075
PUBLIC RELATIONS WORKERS	165
PURCHASING AGENTS	162
RADIO & TELEVISION ANNOUNCERS	159
RADIO-TV SERVICEMEN	720
RADIO-TV TIME SALESMEN	253
RAILROAD PASSENGER CONDUCTORS	198
REAL ESTATE AGENTS	250
RECEPTIONISTS	237
RECREATION WORKERS	187
REHABILITATION COUNSELORS	045
RELIGIOUS VOCATIONS	120
REPORTERS	132
RESTAURANT MANAGERS	187
RETAIL CLOTHING SALESPEOPLE	263
RETAIL SALESPEOPLE	260
SAFETY ENGINEERS	012
SALESMEN--MANUFACTURERS & WHOLESALERS	260
SCHOOL COUNSELORS	045
SCHOOL PRINCIPALS	091
SCHOOL SUPERINTENDENTS	091
SCRIPTWRITERS	131
SERVICE REPRESENTATIVES FOR UTILITIES	249
SERVICE STATION WORKERS	915
SHOE SALESMEN	263
SIGHTSEEING GUIDES	353
SINGERS	152
SMALL BUSINESS OWNERS	160
SOCIAL WORKERS	195
TEACHERS OF EXCEPTION CHILDREN	094
TELEPHONE INSTALLERS	822
TELEPHONE OPERATORS	235
TRAFFIC ENGINEERS	019
TRAFFIC MANAGERS	184
TRANSLATORS & INTERPRETERS	137
TRAVEL AGENCY WORKERS	237
UNION BUSINESS AGENTS	187
WAITERS & WAITRESSES	311

OCCUPATIONS

RELATED TO ARTISTIC INTEREST

OCCUPATION	DOT
ACTORS AND ACTRESSES	150
ADVERTISING WORKERS	141
ARCHAEOLOGISTS	055
ARCHITECTS	001
ARMED FORCES	378
ART TEACHERS	149
BAKERS	526
BALLROOM DANCE TEACHERS	151
BARBERS	330
BEAUTY OPERATORS	332
BOOKBINDERS	643
BOOK EDITORS	132
BUYERS	162
CARTOGRAPHERS	017
CARTOONISTS	144
CITY PLANNERS	199
CLEANING & DYEING WORKERS	362
COLLEGE TEACHERS	090
COMMERCIAL & INDUSTRIAL PHOTOGRAPHERS	143
COMMERCIAL ARTISTS	141
COMPOSITORS & PRINTING PRESSMEN	651
COOKS & CHEFS	313
CUSTOM TAILORS & DRESSMAKERS	785
DANCERS	151
DISPLAY WORKERS	298
DRAFTSMEN	017
DRAPERY SEAMSTRESSES	787
ELEMENTARY SCHOOL TEACHERS	092
FASHION DESIGNERS	142
FILM EDITORS	143
FLOOR COVERING INSTALLERS	864
FLORISTS	142
FUR INDUSTRY WORKERS	783
FURNITURE DESIGNERS	142
GARDENERS & GROUNDS KEEPERS	407
GEOGRAPHERS	059
HIGH SCHOOL TEACHERS	091
INDUSTRIAL DESIGNERS	142
INTERIOR DESIGNERS & DECORATORS	142
JEWELERS	700
KINDERGARTEN & NURSERY SCHOOL TEACHERS	092
LANDSCAPE ARCHITECTS	019
MAKEUP ARTISTS	333
MEDICAL ILLUSTRATORS	141
MODELS	297 961
MOTION PICTURE PRODUCERS & DIRECTORS	159
MUSEUM WORKERS	102
NEWS CAMERAMEN	143
NURSERYMEN & LANDSCAPERS	406
OCCUPATIONAL THERAPISTS	079
OFFSET LITHOGRAPHERS	651
PAINTERS & PAPERHANGERS	840
PHOTOENGRAVERS	971
PORTRAIT PHOTOGRAPHERS	143
PRESS PHOTOGRAPHERS	143
PROFESSIONAL ATHLETES	153
PUBLIC LIBRARIANS	100
REPORTERS	132
SCENE DESIGNERS	142
SIGN PAINTERS	970
SPECIAL LIBRARIANS	100
SURVEYORS	018
TEACHERS OF EXCEPTIONAL CHILDREN	094
TECHNICAL ILLUSTRATORS	017
UPHOLSTERERS	780

OCCUPATIONS

RELATED TO LITERARY INTEREST

OCCUPATION	DOT
ACTORS & ACTRESSES	150
ADVERTISING ACCOUNT EXECUTIVES	164
ADVERTISING COPYWRITERS	132
ADVERTISING WORKERS	141
ANTHROPOLOGISTS	055
ARCHAEOLOGISTS	055
ARMED FORCES	378
BOOK EDITORS	132
CATALOGERS	249
CHILDREN'S LIBRARIANS	100
CLERGYMEN	120
COLLEGE ADMINISTRATORS	090
COLLEGE TEACHERS	090
COMMERCIAL ARTISTS	141
COURT REPORTERS	202
DISC JOCKEYS	159
EDITORIAL ASSISTANTS	132
ELEMENTARY SCHOOL TEACHERS	092
FILM EDITORS	143
FOREIGN CORRESPONDENTS	132
FOREIGN SERVICE WORKERS	188
FREE-LANCE WRITERS	130
HIGH SCHOOL TEACHERS	091
HISTORIANS	052
JUDGES	111
KINDERGARTEN & NURSERY SCHOOL TEACHERS	092
LAWYERS	110

OCCUPATIONS

RELATED TO LITERARY INTEREST

OCCUPATION	DOT
LIBRARY ASSISTANTS	249
LITERARY AGENTS	191
MAGAZINE EDITORIAL WORKERS	132
MEDICAL LIBRARIANS	100
MOTION PICTURE PRODUCERS & DIRECTORS	159
MUSEUM WORKERS	102
NEWS CAMERAMEN	143
NEWSPAPER EDITORS	132
PLAYWRIGHTS	131
PROOFREADERS	651
PUBLIC LIBRARIANS	100
PUBLIC RELATIONS WORKERS	165
RADIO & TELEVISION ANNOUNCERS	159
RADIO-TV TIME SALESMEN	253
RELIGIOUS VOCATIONS	120
REPORTERS	132
RETAIL SALESPEOPLE	260
SCENE DESIGNERS	142
SCHOOL PRINCIPALS	091
SCIENCE WRITERS	139
SCRIPTWRITERS	131
SECRETARIES & STENOGRAPHERS	201
SHORTHAND REPORTERS	202
SPECIAL LIBRARIANS	100
TEACHERS OF EXCEPTIONAL CHILDREN	094
TECHNICAL WRITERS	139
TITLE EXAMINERS	119
TRANSLATORS & INTERPRETERS	137

OCCUPATIONS

RELATED TO MUSICAL INTEREST

OCCUPATION	DOT
ADVERTISING WORKERS	139
ARMED FORCES	378
BAND LEADERS	152
BOOK EDITORS	132
BROADCAST TECHNICIANS	194
COLLEGE TEACHERS	090
COMPOSERS	152
DANCERS	151
DISC JOCKEYS	159
ELEMENTARY SCHOOL TEACHERS	092
FILM EDITORS	143
FINE ARTS	many
HIGH SCHOOL TEACHERS	091
INSTRUMENTAL MUSIC TEACHERS	152
KINDERGARTEN & NURSERY SCHOOL TEACHERS	092 [illegible]
MUSIC STORE CLERKS	152
ORCHESTRA CONDUCTORS	152
PERFORMING MUSICIANS	152
PIANO TUNERS	730
PUBLIC LIBRARIANS	100
SINGERS	152
SINGING TEACHERS	152
SPECIAL LIBRARIANS	100
TEACHERS OF EXCEPTIONAL CHILDREN	094

OCCUPATIONS

RELATED TO SOCIAL SERVICE INTEREST

OCCUPATION	DOT
ADMITTING CLERKS	237
AIRLINE STEWARDESSES	352
AMBULANCE DRIVERS	913
ANESTHETISTS	070
ANTHROPOLOGISTS	055
ARMED FORCES	378
ART TEACHERS	149
ATHLETIC COACHES	099
BANK OFFICERS	161
BARBERS	330
BARTENDERS	312
BEAUTY OPERATORS	332
BOOK EDITORS	132
BUILDING SERVICE WORKERS	187
CASHIER	211
CATERERS	187
CHILD-DAY CARE WORKERS	359
CHIROPRACTORS	079
CITY PLANNERS	199
CLERGYMEN	120
COLLEGE ADMINISTRATORS	090
COLLEGE TEACHERS	090
COOKS & CHEFS	313
COOPERATIVE EXTENSION SERVICE WORKERS	096
CREDIT WORKERS	204
CRIMINOLOGISTS	054
DENTAL ASSISTANTS	079
DENTAL HYGIENISTS	078
DENTAL LABORATORY TECHNICIANS	712
DENTISTS	072
DEPARTMENT STORE SALESPEOPLE	260
DETECTIVES	376
DIETITIANS	077
DRIVING INSTRUCTORS	099
DRUGSTORE CLERKS	290
ECONOMISTS	050

OCCUPATIONS

RELATED TO SOCIAL SERVICE INTEREST

OCCUPATION	DOT
ELEMENTARY SCHOOL TEACHERS	092
EMPLOYMENT SERVICE INTERVIEWERS	045
FBI AGENTS	375
FOREIGN SERVICE WORKERS	188
FUNERAL DIRECTORS & EMBALMERS	338
GUARDS, WATCHMEN	372
HIGH SCHOOL TEACHERS	091
HISTORIANS	052
HOME ECONOMISTS	096
HOSPITAL ADMINISTRATORS	187
HOSPITAL ATTENDANTS	079
HOTEL & MOTEL WORKERS	242
HOTEL MANAGERS	163
INDUSTRIAL & LABOR RELATIONS WORKERS	166
INDUSTRIAL HYGIENISTS	079
INHALATION THERAPISTS	079
INSTRUMENTAL MUSIC TEACHERS	152
INSURANCE ADJUSTERS	241
INSURANCE AGENTS	250
INTERIOR DESIGNERS & DECORATORS	142
JUDGES	111
KINDERGARTEN & NURSERY SCHOOL TEACHERS	092
LAWYERS	110
LEGAL SECRETARIES	201
LICENSED PRACTICAL NURSES	079
MAIL CARRIERS	233
MEDICAL ASSISTANTS	079
MEDICAL LABORATORY ASSISTANTS	078
MEDICAL LIBRARIANS	100
MEDICAL RECORD LIBRARIANS	100
MEDICAL SOCIAL WORKERS	195
MEDICAL TECHNOLOGISTS	078
MICROBIOLOGISTS	041
MODELS	297
NURSE'S AIDES	355
OCCUPATIONAL THERAPISTS	079
OPHTHALMOLOGISTS	070
OPTOMETRISTS	079
ORDERLIES	355
PATHOLOGISTS	070
PEACE CORPS WORKERS	166
PERSONNEL WORKERS	166
PHARMACISTS	074
PHARMACOLOGISTS	041
PHYSICAL EDUCATION TEACHERS	099
PHYSICAL THERAPISTS	079
PHYSICIANS	070
POLICE	375
POLICEWOMEN	375
POLITICAL SCIENTISTS	051
POLITICAL WORKERS	165
POSTAL CLERKS	232
PROBATION & PAROLE WORKERS	195
PSYCHIATRIC SOCIAL WORKERS	195
PSYCHIATRIC TECHNICIANS	355
PSYCHIATRISTS	070
PSYCHOLOGISTS	045
PUBLIC HEALTH NURSES	075
PUBLIC LIBRARIANS	100
RADIOLOGIC TECHNOLOGISTS	078
RADIOLOGISTS	070
RECEPTIONISTS	237
RECREATION WORKERS	187
REGISTERED NURSES	075
REHABILITATION COUNSELORS	045
RELIGIOUS VOCATIONS	120
RESTAURANT MANAGERS	187
SAFETY ENGINEERS	012
SANITARY ENGINEERS	005
SCHOOL COUNSELORS	045
SCHOOL PRINCIPALS	091
SCHOOL SUPERINTENDENTS	091
SERVICE REPRESENTATIVES FOR UTILITIES	249
SERVICE STATION WORKERS	915
SIGHTSEEING GUIDES	353
SINGING TEACHERS	152
SOCIAL WORKERS	195
SOCIOLOGISTS	054
SPECIAL LIBRARIANS	100
SPEECH & HEARING CLINICIANS	079
TEACHERS OF EXCEPTIONAL CHILDREN	094
TELEPHONE OPERATORS	235
TRANSLATORS & INTERPRETERS	137
TRAVEL AGENCY WORKERS	237
WAITERS & WAITRESSES	311

OCCUPATIONS

RELATED TO CLERICAL INTEREST

OCCUPATION	DOT
ACCOUNTANTS	160
ACCOUNTING CLERKS	219
ACTUARIES	020
ADMITTING CLERKS	237
ADVERTISING WORKERS	050
AIRLINE TRAFFIC AGENTS & CLERKS	912
ARMED FORCES	378
AUTOMATIC VENDING ROUTEMAN	292
AUTOMOTIVE PARTS SALESMEN	289
BANK OFFICERS	161

OCCUPATIONS

RELATED TO CLERICAL INTEREST

OCCUPATION	DOT
BANK WORKERS	212
BOOK EDITORS	132
BOOKKEEPERS	210
BOOKKEEPING MACHINE OPERATORS	215
CASHIERS	211
CATALOGERS	249
CERTIFIED PUBLIC ACCOUNTANTS	160
CHILDREN'S LIBRARIANS	100
CORRESPONDENCE CLERKS	204
COURT REPORTERS	202
CREDIT COLLECTORS	240
CREDIT WORKERS	204
DATA-PROCESSING MACHINE OPERATORS	213
DENTAL ASSISTANTS	079
DEPARTMENT STORE SALESPEOPLE	260
DUPLICATING MACHINE OPERATORS	207
FILE CLERKS	206
FOOD STORE WORKERS	290
FOREIGN SERVICE WORKERS	188
GENERAL MERCHANDISE SALESCLA	260
HIGH SCHOOL TEACHERS	091
HOTEL & MOTEL WORKERS	242
HOUSE-TO-HOUSE SALESPEOPLE	289
INSURANCE ADJUSTERS	241
INSURANCE AGENTS	250
INSURANCE CLERKS	209
INTERNAL REVENUE AGENTS	188
KEYPUNCH OPERATORS	213
LEGAL SECRETARIES	201
LIBRARY ASSISTANTS	249
MAIL CARRIERS	233
MAILING SERVICE WORKERS	234
MEDICAL ASSISTANTS	079
MEDICAL RECORD LIBRARIANS	100
METER READERS	239
MUSEUM WORKERS	102
MUSIC STORE CLERKS	287
OFFICE CLERKS	209
OFFICE MACHINE SERVICEMEN	633
PARTS PROGRAMMERS	289
PHARMACY HELPERS	074
POSTAL CLERKS	232
PRIVATE SWITCHBOARD OPERATORS	235
PRODUCE CLERKS	290
PROOFREADERS	651
RAILROAD PASSENGER CONDUCTORS	198
RECEPTIONISTS	237
RETAIL SALESPEOPLE	260
SECRETARIES & STENOGRAPHERS	201
SERVICE REPRESENTATIVES FOR UTILITIES	249
SHIPPING CLERKS	222
SHORTHAND REPORTERS	202
STOCK CLERKS	223
TAPE LIBRARIANS	223
TELEPHONE OPERATORS	235
TELETYPE OPERATORS	203
TRANSLATORS & INTERPRETERS	137
TRAVEL AGENCY WORKERS	237
TYPIST	203
WAREHOUSE WORKERS	922

MATCHING INTERESTS & OCCUPATIONS

Identify your three highest interest areas above each column, then write in the JOB TITLE and the DOT #'s for as many jobs in each area as you would like to explore.

INTEREST AREA 1		INTEREST AREA 2		INTEREST AREA 3	
______________		______________		______________	
JOB TITLE	DOT #	JOB TITLE	DOT #	JOB TITLE	DOT #

Exhibit B

Job Comparison

Worksheet

PACE

Job Comparison Worksheet

On the following pages you will find a form on which you will be able to compare four different jobs. Choose at least one job that requires a college degree and one that requires completion of vocational or technical training. You will need to use a variety of materials in the Center to complete the worksheet. The information below will help you in completing the following pages.

JOB TITLE/NATURE OF WORK. List the job title and then briefly describe the tasks or type of work done on that job.

EDucation & Training. List the educational or training requirements for entering the job.

High School Courses. List any high school courses required for the job or needed to enter the next level of training for the job.

Salary and Fringe Benefits. List the salary or wages usually paid upon entering the job, and any fringe benefits (insurance, etc.) usually given.

Employment Outlook. Briefly describe the future of this job. Will more or fewer workers be required in the next ten years.

Opportunity for Advancement. List the jobs to which one might advance after entering the job of your choice.

Personal Qualifications. List briefly the personal qualifications such as physical size, type of personality or temperment, and special aptitudes required for job success.

Where Employed/Working Conditions. List the parts of the country in which most workers in the job are located. Describe briefly some of the conditions under which you would work. (Safe or hazardous? Noisy or quiet surrounding? Seasonal or steady? Night shifts, others).

Advantages. List the advantages you would have on this job.

Disadvantages. List the disadvantages to this job.

Places for training or Education. List the name and location of the institutions, and the duration and cost of educational or training programs which would prepare you for the job. Try to list at least two for each job.

JOB COMPARISON WORKSHEET

DATE:

GRADE:

NAME:

JOB TITLE NATURE OF THE WORK	EDUCATION AND TRAINING REQUIRED	HIGH SCHOOL COURSES NEEDED AND GRADES IN COURSE	SALARY AND FRINGE BENEFIT
____________			
____________			
____________			
____________			

EMPLOYMENT OUTLOOK	OPPORTUNITY FOR ADVANCEMENT	PERSONAL QUALIFICATIONS PHYSICAL, SOCIAL, APTITUDE	WHERE EMPLOYED WORKING CONDITIONS

ADVANTAGES	DISADVANTAGES	NAME	PLACES FOR TRAINING AND/OR EDUCATION CITY/STATE	LENGTH	COST
______________					
______________					
______________					
______________					

Exhibit C

My Career Exploration Worksheet

PACE CENTER

PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

MY
CAREER
EXPLORATION
WORKSHEET

Name ______________________

Date ______________________

Grade ______________________

BINGHAM COUNTY CAREER EDUCATION PROJECT

Choosing an occupation is serious business. It is a decision that can change the whole course of your life. Job choice should be done systematically. Give it your best thought. With the help of your counselor, follow these three-steps:

1. Take stock of yourself
2. Consider job requirements
3. Consider your qualities with those required by the job.

Try to answer the following questions as you go through the process of tentatively choosing your vocation.

A. My Personal Traits:

______ Do I like to (a) work alone or (b) with others.

______ Do I like to (a) do the same thing over and over again or (b) perform a variety of job duties?

______ Do I like to work to precise standards set by others or (b) use my own judgement?

______ Do I like (a) to work in noise or confusion or (b) do I need it quiet?

______ Do I like (a) working under pressure or (b) working in a relaxed situation?

B. My Educational Experiences

1. To the best of my memory I have received the following grades in these school subjects:

Subject	9th Grade	10th Grade
English (Literature)		
Math (Algebra, etc.)		
Science (general, Biology, etc.)		
Social Studies (History, etc.)		
Shop or Home Economics		
Foreign Language		
Speech		
Physical Education		
Others		

2. Which two school subjects do I like most?

____

3. Which two do I like least?

____

4. In which did I get my highest grades?

____

5. In which did I get my lowest grades?

____

C. My Interests:

One of the first things you will do in exploring occupations is to determine your interests--that is the kind of activities you enjoy. Begin by answering the following questions.

1. My main hobbies and leisure-time activities are: ________

____

____

2. Do I like to work inside or outside? ________________

3. Would I like to work with people and/or animals? YES NO

4. Would I like to work with things or machines? YES NO

5. Would I like to work with information, symbols or ideas? YES NO

6. Is working in a clean palce and keeping clean important to me? YES NO

7. What work experience have I had? ____________________

____

What did I like about it? ________________________

____

What did I dislike about it? ______________________

____

8. My three highest interest areas as described by the Kuder General Interest Survey are:
1. ______________________
2. ______________________
3. ______________________

9. The career which I am now interested in pursuing after I leave school. ______________________________________

In addition, other careers I am now interested in are:
1. ______________________
2. ______________________

D. My Plans

The statement below which best describes my plans regarding high school is:

________ I plan to enroll in skill training courses which will help me get a job when I leave high school.

________ I plan to leave high school before graduating.

________ I plan to graduate from high school in 7 semesters.

________ I plan to graduate from high school in 8 semesters.

The statement below which best identifies my plan for the year after I leave high school is?

________ Go to work full-time

________ Become an apprentice

________ Join one of the military services

________ Get married

________ Attend a college or university

________ Attend a business or vocational technical school.

WHAT I DO WELL

(Mark an X in the right column)

		Very Good	Pretty Good	Not so Good
1.	Skiing			
2.	Swimming			
3.	Tennis			
4.	Bowling			
5.	Team games (like football, baseball)			
6.	Music (singing, instrumental)			
7.	Art			
8.	Writing (poetry, stories)			
9.	English			
10.	Arithmetic			
11.	Science			
12.	History			
13.	Home chores			
14.	Earning, spending money			
15.	Working out problems through reasoning			
16.	Working with my hands--sewing or shopwork, or making things, etc.			
17.	Memorizing			

18. Other things I do well: ______________________________

____

____

Anything you may do well that is not on this list s-ould be added. This is not meant to be complete, but to suggest certain strengths you may have that will remind you of others.

Exhibit D

Planning My Career

Worksheet

PLANNING MY CAREER

Name ______________________________

Ready or not, you're going to find yourself with a career one of these days. The question is, are you going to let it be accidental or are you going to plan and make it happen? The kind of a career you select will largely determine your "Life Style".

"LIFE STYLE":

how you live
where you live
time you have for your family
type of house you live in
the way you dress
the way you speak
your friends and associates
time for church and spiritual activities
time for community work and activities
how much money you make
how much free time you have & how you use it.

The Life Style I Want

1. Where do I want to live? (small town, city, suburbs, country, pacific coast, south, or foreign country?) ______________________________
____

2. How much time do I want for church activity? (Sundays off, evenings free, a large block of time for special activities?) ______________________________
____

3. How much income do I want? (high income bracket, medium or low?) (pay isn't important--the type of career is. ______________________________
____

4. What kind and how much social activity do I want? (community leader, heavy social involvement, service clubs, just a quiet life with little community involvement) ______________________________
____

5. Do I want to travel and move a great deal? (a career that calls for transfers to different areas of the country, done during the week but home on weekends, travel during the day, but home most nights, don't want to travel, don't want to have job transfers and move my home and family) ______________________________
____

6. What hours do I want to work? (regular daytime hours, set my own work schedule, working evenings, shift work working weekends) ______________________________
____

7. How much time do I want for family and leisure activities (time during summer, time in fall, time during winter, evenings, Saturday and Sunday)
____
____

My Interests, Abilities and Personal Qualities (Suggestions below)

1. What are my interests? ____________________

____

____

____

2. What are my abilities? ____________________

____

____

3. What are my personal qualities? ____________________

____

____

____

Suggestions for "My Interests, Abilities and Personal Qualities?"

1. What are my Interests? (What do I like? What do I enjoy? Physical and outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical, what am I interested in?)

2. What are my abilities? (What do I do well? Language usage, clerical speed and accuracy, mechanical, space relations, math ability, reasoning and understanding ideas, physical dexterity, coordination, mental, social skills, artistic, musical.)

3. What are my Personal Qualities? Dependable, honest, hard worker, well groomed, punctual, sincere, friendly, cooperative, mature, leadership ability, self-confident, willingness to accept instructions).

My Career Choices

Most careers are grouped in clusters. A cluster contains the occupations that have common characteristics (see page 4). For example, homemanagement is a career that many find very satisfying and rewarding. It is listed under the "Consumer and Homemaking" cluster. Now's the time for you to make some career choices, either tentative or realistic. In the blanks below select occupations that most closely line up with your interests, abilities and personal qualities. But wait! Do they match up with the life style you want, too? List occupations you might like then some reasons for your choice.

1. ____________________

2. ____________________

3. ____________________

Reasons for choices ____________________

____

____

____

Now that you have made some decisions,you are ready to plan for your future career.

Suggestions for "Things I Can Do To Make My Career Happen"

1. Talk to a person in the career, ask them what the career is like. Most will be happy to talk to you.

2. Visit a job situation and see for yourself what the work is like. Get your counselor or parents to help set up the visit.

3. Volunteer for a community project (tutoring, ecology, hospital aide and others.)

4. Join a club or special interest group in your school or in the community.

5. Visit possible future schools--vocational schools, colleges, and universities welcome visitors.

6. Sit down and talk to Mom and Dad about life styles and careers.

7. Participate in high school career programs.

8. Talk to your high school counselor. Here's a good source of all kinds of information.

9. Read about your career choice--libraries, magazines, career books, brochures and books.

10. Get a part-time job that is related to the career area.

11. Talk to your minister--tell him about your tentative plans and ask for suggestions.

12. Select and register for classes that will better prepare you for the career.

13. Prepare a resume.

Things I Can Do To Make My Career Happen

1. ______________________________ Date __________
______________________________ Date __________
2. ______________________________ Date __________
______________________________ Date __________
3. ______________________________ Date __________
______________________________ Date __________
4. ______________________________ Date __________
______________________________ Date __________
5. ______________________________ Date __________
______________________________ Date __________

Exhibit E

Career Information Aide

Role Description

ROLE DESCRIPTION OF CAREER INFORMATION AIDE

Minimum Requirements:

A. The Career Information Aide should be mature, pleasant and personable, possessing the ability to work equally well with school faculty and young adults. The person must be willing to develop an understanding of the concept and purpose of Career Education, the process of career development and the role of the career information services as provided through P.A.C.E. Center.

B. The person should have actual work experience outside education as well as prior experiences as a teacher aide or at least one year of education or training beyond the secondary level.

C. The person may have such additional or alternative qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Director of Career Education

JCB GOAL: Through an organized program of activities, provide career and guidance information to school faculty, students and other interested persons.

1.0 DUTIES AND RESPONSIBILITIES

1.1 Become thoroughly acquainted with all career and guidance information, materials and equipment assigned to PACE Center.

1.2 Present the Programmed Activities for Career Exploration to students and other interested persons who visit PACE Center.

1.3 Assist students and other interested persons in utilizing the equipment and information provided by PACE Center.

1.4 Become acquainted with resource and referral agents and personnel in the school and community who may provide additional career or guidance information and services to students.

1.5 Become acquainted with a wide variety of information concerning careers and student options for completing the transition from education to the world of work.

2.0 STAFF PERSONNEL

2.1 Actively work with school personnel in an effort to provide career and guidance information to all who may need the service.

3.0 PUPIL PERSONNEL SERVICES

3.1 Actively work with school guidance personnel to assist in the provision of career and guidance information to students, staff and all other interested persons.

3.2 Refer students and others who may desire additional assistance and information on careers or placement options to school guidance personnel or other appropriate personnel and/or agencies.

4.0 MANAGEMENT AND EVALUATION

4.1 Maintain accurate records of students and other interested persons who visit or utilize PACE Center.

4.2 Assist in the completion of forms and reports to be submitted to the Director.

5.0 FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

5.1 Maintain the inventory of facilities, equipment and materials assigned to PACE Center.

5.2 Maintain an accurate record of all materials or equipment loaned from PACE Center.

5.3 Be responsible for the day-to-day maintenance of PACE Center facilities, equipment and materials.

6.0 SCHOOL-COMMUNITY RELATIONS

6.1 Provide information to the Director of Career Education, school personnel, students, patrons and all other interested parties of the goals, objectives and progress of the career education program.

6.2 Provide information to teachers, parents, students and other interested persons of the goals and objectives of the PACE Center.

7.0 PROFESSIONAL GROWTH

7.1 Assumes responsibility for own professional growth and development; for keeping current with information and materials assigned to PACE Center and with sources and resources for student and faculty use.

7.2 Participate in growth activities for improvement of knowledge and skills through study, travel, conferences, workshops, professional organizations and self-appraisal.

8.0 SUPPORTIVE SERVICES

8.1 Assist in the maintenance of cooperative working relationships between school personnel and the community.

9.0 ORGANIZATION and ADMINISTRATION

9.1 Be responsible to the Director of Career Education of the Bingham County Board for Cooperative Services.

9.2 Carrry out such additional duties as may be determined by the Director.

TERMS OF EMPLOYMENT

Nine, ten, eleven or twelve month year. Salary and work year to be established by the Board.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Instructional Personnel.

Approved by ______________________________ date ______________

Reviewed and Agreed to by ______________________________ date ______________
(Incumbent)

Exhibit F

PACE Questionnaire

PACE QUESTIONNAIRE

Name ______________________________ Grade __________ Date ____________

Instructions: For the questions below choose the best answer and circle the number of that answer in the column to the left.

1 2 3 4	1. How do you feel about the amount of time that you spent in PACE Center? (1) More time was needed (2) About the right amount of time was provided (3) Had too much time (4) I don't know.
1 2	2. Would you like to have an opportunity to use the PACE Center again? (1) Yes (2) No
1 2 3 4	3. How do you feel about the helpfulness of the PACE Center? (1) Very helpful (2) Helpful (3) Somewhat helpful (4) Not helpful
1 2	4. Have you ever been given the opportunity to do activities similar to those which you did in the PACE Center? (1) Yes (2) No

If yes, in what grade? ______________

In which activities did you participate while in the PACE Center? (Check all that apply)

______ looked at filmstrips on several occupations.

______ looked through a school or college catalog.

______ read one or more pamphlets on job(s) I was interested in.

______ took notes on job(s) I was interested in.

______ listened to tape(s) on occupations.

______ read information in reference books on jobs or work skills.

______ looked at filmstrips about college, vocational-technical school or job training program.

______ looked at filmstrip on how to get a job.

______ talked to the teacher about job opportunities, schools, or career fields.

What suggestions do you have for improving the PACE Center?

____

____

Exhibit G

Figure I

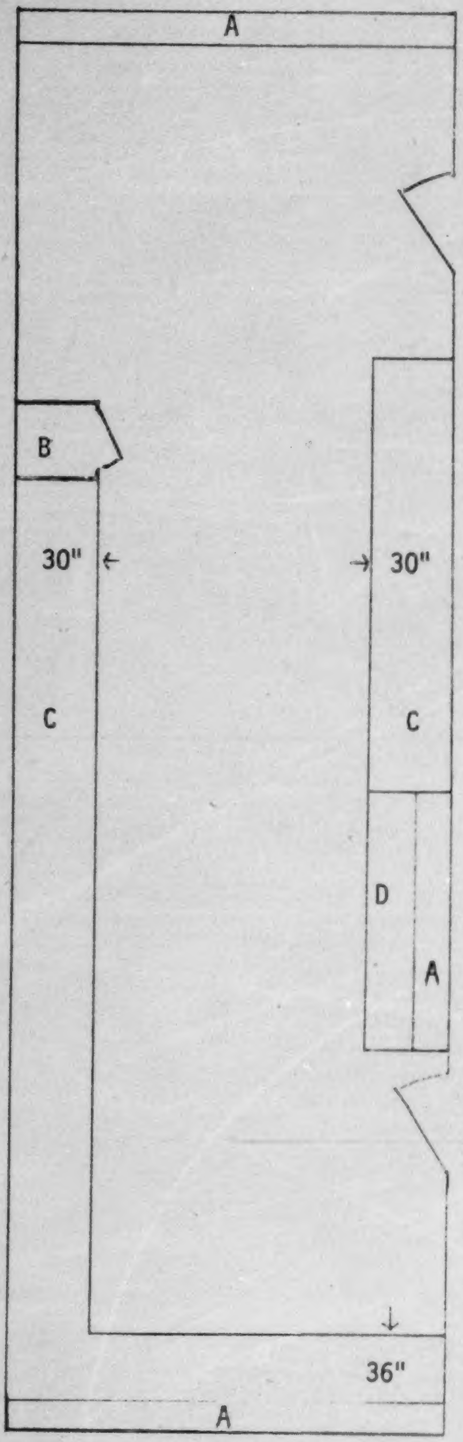
Construction Floorplan, PACE CENTER

Figure II

Operational Layout, PACE CENTER

APPENDIX G

Figure I



PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

Mobile Career Information Center

12' x 44'

Scale: 3/16" = 1'

Construction Floor Plan

A. Overhead storage cabinet:
18" high, 12" deep, 1 interior shelf

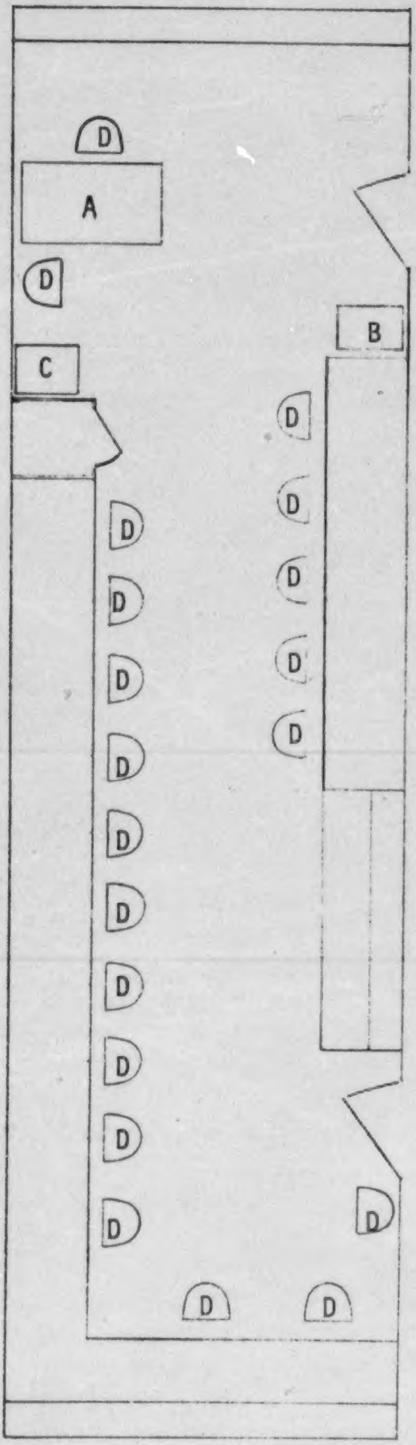
B. Furnace location

C. Counter, 29" high, attached to sidewall studes, support legs at 6' intervals

D. Cabinet with counter: 36" high, 8' long, 30" wide.

APPENDIX G

Figure II



PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

Mobile Career Information Center

12' x 44'

Scale: 3/16" = 1'

Operational Layout

A. Aide's desk
B. Tu-dror Career Information File
C. Legal size file cabinet, 4-drawer
D. Chair

17 LEARNING STATIONS

12 Audio/visual
2 Microfilm
3 Miscellaneous

Exhibit H

Equipment, Instructional Materials and Supplies

PACE CENTER

Equipment

Quantity	Item Description	Estimate of Cost	
		Unit	Total
1	3M Executive IV Microfiche Reader Printer	$750.00	$750.00
	Source: Yost Office Equipment 675 E. Anderson Idaho Falls, ID 83401		
1	DuKane A-V Matic Sound/Filmstrip viewer	275.00	275.00
	Source: Guidance Associates Pleasantville, New York		
10	Hudson Filmstrip Viewer	25.00	250.00
25	Pegboard bookracks (61-734)	1.95	48.75
6	Pegboard bookracks (61-723	2.20	13.20
	Source: The Highsmith Company P.O. Box 25 Fort Atkinson, Wisconsin 53538		
6	Cassette tape recorder/player (Channel Master)	49.95	299.70
3	Cassette tape player w/AC Adaptor (Norelco 1loo)	29.00	87.00
	Source: Carter Supply Co. 3208 Washington Blvd. Ogden, Utah		
3	Cassette tape player (AC) (Caliphone AV-15)	39.50	118.50
10	Headphones w/miniplugs	6.25	62.50
10	Headphones w/¼" phone plug	6.25	62.50
	Source: Stockdale, Inc. 2211 West 2300 South Salt Lake City, Utah 84119		

Equipment (continued)

Quantity	Item Description	Estimate of Cost Unit	 Total
1	Single Pedestal desk	125.00	125.00
1	4-drawer legal file cabinet	70.00	70.00
2	Waste baskets	5.00	10.00
1	Coat Rack	9.00	9.00
24	Chairs (Virco #9000)	9.90	237.60

Source: M & H Office Supply
101 West Pacific
Blackfoot, ID 83221

Instructional Materials

Quantity	Item Description	Estimate of Cost Unit	Estimate of Cost Total
1	Widening Occupational Roles Kit	$170.00	$170.00
1	Occupational Exploration Kit	120.00	120.00
1	KEYS - Sound Filmstrips to accompany Kuder E. General Interest Survey	100.00	100.00
1 set	Junior Guidance Series Booklets	20.00	20.00
1 set	Guidance Series Booklets	30.00	30.00
1 set	Occupational Information Briefs	85.00	85.00
	Source: Science Research Associates 259 East Erie St. Chicago, Illinois 60611		
1 set	Education for Occupations Sound/Filmstrip	78.00	78.00
1 set	Leisure Time--Busy or Bored? Sound/Filmstrip	56.00	56.00
	Source: Eyegate House, Inc. 146-01 Archer Avenue Jamaica, N.Y. 11435		
1 set	Accoustifone Career Exploration Series Sound Filmstrips #401-420	59.50	1195.00
	Source: George Webb Audio-Visuals 937 East 33rd South Salt Lake City, Utah 84108		
1 each	Sound Filmstrip kits as listed below Cassette Format	41.50	581.00

What you should Know Before You Go to Work
Preparing for the Jobs of the 70's
Jobs and Gender
Job Hunting: Where to Begin
Trouble at Work
On the Job: Four Trainees

Instructional Materials (Continued)

		Estimate of Cost	
Quantity	Item Description	Unit	Total
	Liking your Job and your Life		
	A Job that Goes Someplace		
	Choosing Your Career		
	Preparing for the World of Work		
	College? It's Up to You		
	What to Expect at College		
	High School Course Selection and your Career		
	Your Job Interview		
	. . . . . .		
	Why Work at All	21.50	43.00
	Jobs for You: It's Happening in Home Economics		
	. . . . . .		
	People Who Work in Science	41.50	249.00
	People Who Create Art		
	People Who Help Others		
	People Who Organize Facts		
	People Who Make Things		
	People Who Influence Others		

Source: Guidance Associates
757 Third Avenue
New York, New York 10017

Instructional Materials (Continued)

Quantity	Item Description	Estimatesof Cost	
		Unit	Total
1 each	"Careers" sound-filmstrips as listed Cassette format (7)	44.00	308.00
	"Careers in Nursing" "Careers in Journalism" "Careers in Business Administration" "Careers in Health Services" "Careers in Education" "Careers in Agriculture" "Careers in Engineering"		

Source: Pathescope Educational Filmss Inc.
71 Weyman Avenue
New Rochelle, N.Y. 10802

Quantity	Item Description	Unit	Total
1 set	Dictionary of Occupational Titles (6 volumes)	23.25	23.25
1 set	Dictionary of Occupational Titles (Vol. I, II.)	14.00	14.00
7	Occupational Outlook Handbook	6.25	25.00
1 set	Occupational Outlook Handbook Reprint Series	16.25	16.25
1 set	Encyclopedia of Careers (Vol. I, II)	27.50	27.50

Source: Associated Publishers
355 State Street
Los Altos, California 94022

Quantity	Item Description	Unit	Total
1	Occupational View Deck w/Viewer	160.00	160.00
1	College View Deck (2 & 4 year) w/viewer	160.00	160.00
1	Occupational Library in Tudror File	311.00	311.00
1	Occupational Microfile	65.00	65.00
1	Counselor's Professional Filing System	35.00	35.00

Source: Chronicle Guidance Publications
Moravia, New York

Instructional Materials (Continued)

Quantity	Item Description	Estimate of Cost Unit	 Total
1 each	"American Occupations" series Cassette tapes (30) (Titles listed below)	4.90	147.00

Accountant/Advertising Workers
Actor-Actress/Astronomers
Architect/Technical Writer
Biochemist/Life Scientist
College Teacher/Engineering Science
Commercial Artist/Singers & Singing Teachers
Dancers/Musician and Music Teachers
Dental Assistant/Dental Lab Technicaan
Dentist/Dental Hygienist
Engineering/Types of Engineering
Forester/Forestry Aides
Home Economist/College Placement Officer
Interior Decorator/Industrial Designer
Lawyer/Landscape Architects
Librarian/Library Technicians
Mathematician/Statistician
Medical Laboratory Worker/Speech Pathologist & Audiologist
Occupational Therapist/Physical Therapist
Oceanographer/Mereorologist
Pharmacist/Optometrist
Physicians/Osteopathic Physicians
Physicist/Chemist
Pilot I/Pilot II
Psychologist/Recreation Worker
Range Manager/Employment Counselor
School Counselor/Rehabilitation Counselor
Sociologist/Political Scientist
Stewardess/Flight Engineer
Surveyor/Social Worker
Veterinarian/Sanitarians

Source: Creative Studies, Inc.
P.O. Box 830
San Bernadino, CA 92402

Instructional Materials (Continued)

Quantity	Item Description	Estimate of Cost	
		Unit	Total
1 each	Hoffman Career Awareness Series Sound/Filmstrip (Titles listed below)	10.95	646.05

- Accountant
- Admitting Clerk
- Airline Pilot
- Airline Stewardess
- Animal Keeper
- Architect
- Auto Parts Counterman
- Bank Officer
- Bank Teller
- Biochemist
- Biologist
- Bookkeeper
- Chemical Engineer
- Chemist
- Civil Engineer
- Copywriter
- Costume Designer
- Dairy Herdsman
- Dental Assistant
- Dental Hygienist
- Dental Lab Technician
- Dentist
- Electrical Engineer
- Electrocardiograph Technician
- Fish & Game Warden
- Florist
- Forklift Operator
- Geologist
- Grocery Checker
- Heavy Equipment Operator
- Helicopter Pilot
- Highway Patrol
- Insurance Agent
- Interior Designer
- Lawyer
- Librarian
- Medical Lab Assistant
- Medical Technologist
- Mortician
- Nurse Aide
- Occupational Therapist
- Optometrist
- Orderly
- Park Ranger
- Pharmacist
- Physical Therapist
- Physician
- Psychologist
- Quality Control Inspector
- Radio Announcer
- Radiological Technician
- Recreation Worker
- Service Writer
- Stock Clerk
- Travel Agent
- Veterinarian
- Waiter/Waitress
- Warehouseman
- Watchmaker

Source: Evans Supply, Inc.
509 West 2nd North
Salt Lake City, Utah 84116

Instructional Materials (Continued)

Quantity	Item Description	Estimate of Cost	
		Unit	Total
1 set	*Coping With* Series booklets	20.00	20.00

Source: American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minn. 55014

Consumable Materials

Quantity	Item Description	Unit	Total
1 yr. subscription	3-in-1 Service (for Occupational Information)	55.00	55.00

Source: Chronicle Guidance Publications, Inc.
Moravia
New York 13118

Quantity	Item Description	Unit	Total
1 yr. subscription	American Trade Schools Directory	25.00	25.00

Source: Croner Publications, Inc.
211-03 Jamaica Avenue
Queens Village, New York 11428

Quantity	Item Description	Unit	Total
	Standard Office Supplies & Miscellaneous Equipment	100.00	100.00
	Kuder E-General Interest Survey		
116 pkgs.	Test booklets	7.60	981.60
8 pkgs.	Backboards	10.25	82.00
7 pkgs.	Punch Pins	5.25	36.75

Source: Science Research Associates
259 East Erie St.
Chicago, Illinois 60611

BINGHAM COUNTY CAREER EDUCATION

Blackfoot, Idaho 83221

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

conducted under

Part D of Public Law 90-537

Project Director

Dr. Bert W. Nixon

Rt. 2 Box 249-A
Blackfoot, Idaho 83221
(208) 684-3388

INSTRUCTOR

Mrs. Lela Morris

Rt. 2 Box 249-A
Blackfoot, Idaho 83221

PREFACE

BOP, Inc., is a mobile office that simulates a Mortgage and Loan office. The primary purpose is to provide a work experience for high school students who have office skills so that they can make decisions about working in an office.

The B.O.P., Inc. program was adapted from the M.O.E., Inc. program operating out of Utah State University in Logan, Utah.

The success of the program is dependent on an instructor who has actual office management experience, which can be applied in simulation.

Bert W. Nixon, Ed. D.
Director, Career Education

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See Student's Manual for additional information

B.O.P., INC.
Bingham County Office Program
A Simulated Office

OVERVIEW OF PROGRAM

BOP, INC. is a mobile simulated mortgage and loan office program serving students in the high schools of Bingham County, Idaho. The program is housed in a 12' X 44' mobile office designed for simulation. The program is designed to assist students in learning how to work in a business office. Through actual office work experience students will determine whether they want to work in an office environment. If they find they enjoy office work they will, through experience, be able to determine the kinds of positions and tasks that are most compatable with their particular interests and skills. Some may find they do not enjoy working in an office environment, which is also important.

The simulated program is designed for students who have developed some office skills. In Idaho these are students who are enrolled in the vocational office occupation courses. A modified program of exploratory nature is designed for other business education students.

In the BOP, INC. Simulated Program, this consists of short (two to four hour) business and office occupations exploratory experiences, where students get some feel for the type of work that goes on in an office, office physical environment, and a chance to perform some of the tasks in an office. Office occupations students are informed of the positions available and "open." Students then decide which position they would like, complete an application, are interviewed by an executive or administrator, and hired for a position. They begin working in the position they are "hired" for, but progress from one position to another until they have had the opportunity and experience of working in each of the following positions: Administrative Assistant, Vice President, Executive Secretary, Receptionist, Cashier, Insurance Clerk and Posting and Tax Clerk.

Our purpose in simulating an office is to give potential office workers an opportunity to work in an office and become a part of a real office organization. The only time the students in BOP, INC. do anything other than office work is when they become the Administrative Assistant; they then act as the outside world. In this position they may simulate a telephone operator, a customer, or a banker down the street.

The BOP, INC. simulation was copied from an actual mortgage loan office--Utah Mortgage Loan Corporation of Logan, Utah. Four simulation experts entered the offices of U.M.L.C. and interviewed each worker at his work station. These workers were asked questions about their positions and how they related to the overall operation of the office. The simulation team collected procedures and forms, etc. From this exciting beginning came samples of forms, information about procedures, ideas for equipment, positions, and techniques that are used in BOP, INC.

BOP, INC., then, functions as a mortgage and loan office by simulating the processes and procedures that occur in a typical mortgage-loan company. As students assume the position, play the role and do the work as an office employee, they learn to participate as a part of a team member in an office. Their contribution is important in providing an effective and satisfying office atmosphere.

Part of their learning to work in an office is in understanding and experiencing proper habits and attitudes toward the following:

1. Breaks
2. Absences
3. Tardies
4. Chain of Command
5. Dress
6. Communication in the office
7. Communication with the public

In addition students learn to use business terms and office vocabulary.

While working with BOP, INC., students are evaluated on the quality and quantity of work, ability to follow instructions, starting work without being told, diligence, judgement, initiative, responsibility, attitude, promptness, response to supervision and instruction, courtesy, cooperation, relations with co-workers and appearance. Evaluations are completed by the Vice President and President (Instructor).

BOP, INC. Simulation Procedures

As a worker in BOP, INC., students are given the opportunity to work in all of the positions in the office. They rotate through the positions as directed by the instructor. The simulation program consists of the following:

Phase I -- Orientation and Preparation

This is the general introduction to the simulation. It involves an acquaintanceship with the simulation facility and a laying of ground rules for work therein and procedures to be followed. Phase I starts near the beginning of the school year with BOP, INC. going to each high school for a two day orientation. This gives students an opportunity to see the office, become aware of and be introduced to the program, and learn of what is expected of those who are "hired" to work in the office. The orientation should be an experience that creates in students a high motivation for learning all they can and sharpening their skills prior to entering the office.

After students have seen BOP, INC. and received an orientation to the program they continue in their regular high school course until BOP, INC. arrives at their school for simulation. During this interval students complete application forms, are interviewed and are "hired" for a position in the office.

Phase II---Positional Instructions and Simulation

Phase II begins with students being assigned to their positions and an office group briefing by the instructor of each position and responsibility. This is followed by assignments to the routine, simple tasks for each station, and instructions on general procedures. Following the briefing students begin working, and the instructor individually briefs each student on their tasks and responsibilities. The instructor also reviews the procedures to insure students have a thorough knowledge and understanding of their position. As each student progresses in his/her work, additional work is added and more complicated office interdependence procedures are initiated. Group debriefings occur as needed to solve problems and clarify responsibilities and procedures.

Phase III and IV---Rotation and Indepth Simulation

After about one week (or when students have achieved some mastery of their job) students are rotated to a new position where they work for three or four days, then rotated again, etc., so that they have an opportunity to explore other jobs in the office. This gives students an overall understanding of a mortgage and loan office and a chance to see the operation from a different position. Some students may not rotate to all positions because of personal reasons or skill deficiencies. After Phase III (rotation through the jobs), students are again assigned to positions for indepth simulation with the Vice-Presidents' having complete control over the office. During Phase IV, the quality and quantity standards are progressively and systematically raised with students being able to handle all situations of work with minimum confusion and maximum efficiency.

Simulation in BOP, INC. Mortgage and Loan Office

Simulation is not a new concept in education. It has been around for many years. You very likely used it as a child when you were growing up. You assumed the role of one of your parents, the nurse, or a fire chief. Simulation is a very real part of our learning process.

Webster says that simulation is "to assume the appearance of . . ." With BOP, INC. we are assuming the appearance of an office; and in order to succeed, we must get realistic reactions from the participants. It takes a lot of preparation to get this kind of response. Imagine the background and effort that goes into a space shot simulation, a national emergency simulation, or an office simulation.

A mortgage loan company provides money for the purchase of homes and property, or both. This company obtains the money it loans to borrowers from investors. These investors are usually large insurance and investment companies. The Mortgage Loan Company makes a profit from "buying" money from these investors and "selling" it to borrowers at a slightly higher rate of interest.

When a couple decides to buy a home, they usually contact a real estate broker who shows them several homes. When the couple decides on a home to buy, they may select a mortgage loan company where they can receive a loan at the lowest possible rate of interest. The couple is interviewed by an official of the company and that official makes a decision as to whether a loan should be made or not.

If acceptable to all parties, the loan is then made to borrower for payment on the home. A welcome letter is sent from the Mortgage Loan Company to the borrower along with payment information and a set of coupons, one of which is to be returned with each monthly payment.

Each month the borrower writes a check for the amount of the payment, attaches it to the coupon for that month and sends it to the mortgage company. The cashier at the mortgage company receives the check and coupon. The check is then deposited in the bank, and the coupon is sent through the company's system and posted to the borrower's account.

In most states it is possible for the borrower to pay fire and hazard insurance and property tax premiums together with the mortgage payment. These funds are kept in reserve accounts with the mortgage company until the payment for each comes due. This enables the borrower to pay the same payment each month and not have to make a large payment for insurance or taxes when each comes due.

Job Positions in BOP, INC.

The names, descriptions and objectives of positions are:

Vice President

Is in charge of the office and is responsible for upgrading procedures. Is responsible only to the President. Must supervise personnel, make personnel evaluations, dictate letters, complete payroll, calculate early payoffs, completes annual statement and interview prospective employees. Signs all checks.

Executive Secretary

Regulates work overflow, handles dictation and transcription duties, and is responsible to the Vice President.

Receptionist

Meets visitors, files all correspondence, types all checks, reconciles all bank statements, screens visitors, and fills in wherever needed in the office.

Administrative Assistant

Takes the place of the outside world in the simulation. Duties consist of being an assistant to the teacher, role playing (County Tax Assessor, Bank, Insurance Company, Mailman, Borrowers), telephoning, evaluating, initiating customer contact, making up bank statement and miscellaneous duties directed by the teacher.

Cashier

Receives and deposits borrower payments, manages petty cash fund, posts to investors' ledgers, completes daily summary and recap, writes welcome letters to new borrowers, completes payment facts sheets, and handles all bad checks procedures.

Posting and Tax Clerk

Requests individual property tax amounts from county assessors for borrowers, pays taxes from individual borrowers' reserves, requests additional funds to pay taxes for the borrowers and posts to borrowers' ledgers.

Insurance Clerk

Checks insurance policies for completeness and accuracy, completes correction forms on incorrect policies, writes premium letters and completes tickler cards on correct policies, handles policy cancellation notices and renews insurance policies using customers' reserves or requests additional funds from borrowers.

President

Is the instructor and in charge of and responsible for the BOP, INC. program.

PHYSICAL FACILITY
BOP, INC.

DESCRIPTION

The BOP, INC. Mobile Office is a 12' X 48' (overall) mobile unit built by a mobile home builder. It consists of the following:

12' X 44' shell with 2" X 4" sidewall studs on 16" centers, 3/16" interior paneling (light oak), insulated with 3 1/2" insulation in the walls, 6 1/2 " insulation in the ceiling, and 6 1/2 " insulation in the floor. Aluminum foamcore insulated exterior siding. Interior cabinet and counter-top materials coordinated with paneling.

Inside is open with no cross-walls, full-length center-run fluorescent lighting, wall-to-wall carpeting and self-contained electric furnace with integral refrigerated air-conditioning ducted under the floor to four vents.

Toilet and lavatory facilities are not included.

Two separated doorways are placed on the same side of the unit. Dead-bolt security locks and storm doors are provided. No windows are included.

Unit is towable, frame is reinforced. Stop, signal and marker lights are permanently attached and wired for quick-connect to towing vehicle. "Wide load" and flasher lights conforming to state law are permanently attached to the backs of the units. Tandem axles with electric brakes are provided; suspension is adequate for trailer weight and 2000 to 4000 pounds of installed equipment. Six storable leveling jacks and two portable stairs are provided for each unit.

Units require 150 amp. 220v/110v service with two external weather proofed junction boxes, one 100 amp. and one 50 amp. and two 15' heavy duty weatherproofed entrance cables for connection to electrical service at site locations. Units are equipped with grounded 110v double outlet boxes located 32 inches apart on the full perimeter of each unit and 40" above the floor. All wiring meets applicable national, state and local codes.

Two fire extinguishers and other equipment necessitated by the Occupational Safety and Health Act is provided for each unit.

Interiors of each unit were constructed with the built-in counters and storage cabinets as noted in the floor plans.

Inasmuch as possible, construction conformed to trailer-house standards to minimize the cost factors of custom building the units.

Recommended additions:

The following recommendations are a result of the operation of the mobile units. It is recommended that:

Exterior lights over the doorways be provided for safety and security.

Adequate ventilation be provided in addition to air conditioning.

Two rows of lights positioned above counter work areas to prevent glare and shadows.

Heavy-duty storm doors or heavy duty trailer-house doors be provided.

Specifications

Body Dimensions: 12' X 45'. (12' X 48' overall)

Doors: Two exterior doors, 2'8" X 6'8" with storm doors.

Steps: Two steel steps and landings for entrances that are lightweight, collapsible and easily transported.

Frame: Heavy duty frame and hitch.

Walls: 2" X 3" studs on 16" centers
1/4" interior paneling
.019 gauge ribbed-aluminum outside

Roof: Trusses with 1/2" plywood under heavy gauge aluminum.

Floors: 2" X 6" Standard fir joist on 16" centers, 3/4" particle board.

Insulation: Wall - 3 1/2" fiber glass
Roof - 6" fiber glass
Floor - 6" fiber glass

Lighting . Fluorescent direct lighting - 100 ft. candles at 30" above floor.

Undercoating: Asphalt based undercover or coating.

Tires and axle: Tandem axle and four electric brakes, Tires - eight ply nylon 14.7 X 5.

Carpeting: Carpeting throughout -- 1/10 gauge, 270 pitch, 8.2 rows per inch, .150" pile height, 26.5 ounces per yard, shock proof/static free, soil/water/stain resistant, gold/green in color, primary and secondary jute back with rubber waffle type padding; color selection to be approved prior to installation.

Heating: 220 volt, 65 amp, 15 KW recirculating electric furnace.
4 ducts in center of floor

Air Conditioning: Three ton refrigeration unit ducted with furnace.

Electrical: a 220v to be used for all heating and air conditioning units. 110v to be used for all other circuits.
Electrical (grounded) outlets flush with wall throughout, located 40" from floor and centered between sidewall studs every 32" full perimeter of each unit.
External (weather proofed) junction breaker box with 200v incoming circuit, providing 220v and 110v. Located within wall and metal door covering opening to unit.
12 gauge wire minimum.
Wiring to meet all NECA, U.L. and applicable Idaho State codes.
Exterior lights at each door.
3-way switch at each of the doors for overhead lights.

Fireproofing: Two CO_2 fire extinguishers to be provided for each unit.

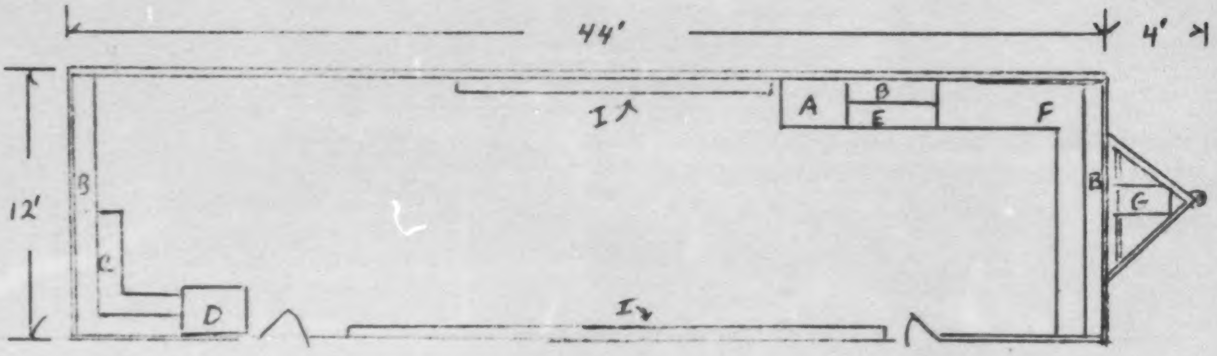
Interior Detail: Cabinet finish coordinatdd with paneling: wherever possible, standard trailer house cabinets to be utilized.
Formica/equivalent counter top material, woodgrain (teak) finish. (Color Cabinets and counters to be built-in as per drawing.

Jacks: Adjustable jacks (6 per unit) capable of supporting unit while in use.

Floor Plan and Sketch

A simplified floor plan is located on page . A sketch of physical arrangement of office positions is located on page .

B.O.P. INC., FLOOR PLAN



A. 15 KW Electric Furnace

B. Overhead kitchen cabinets for storage 12" wide 18" high/shelf

C. Counter, 24" X 29" high

D. Closet, storage & Coat, 36" X 30" deep

E. Cabinet, Storage, 30" X 48" X 36" high

F. Counter, 30" X 26" high

G. 3-ton REfrigeration Unit

H. Control/Breaker Panel

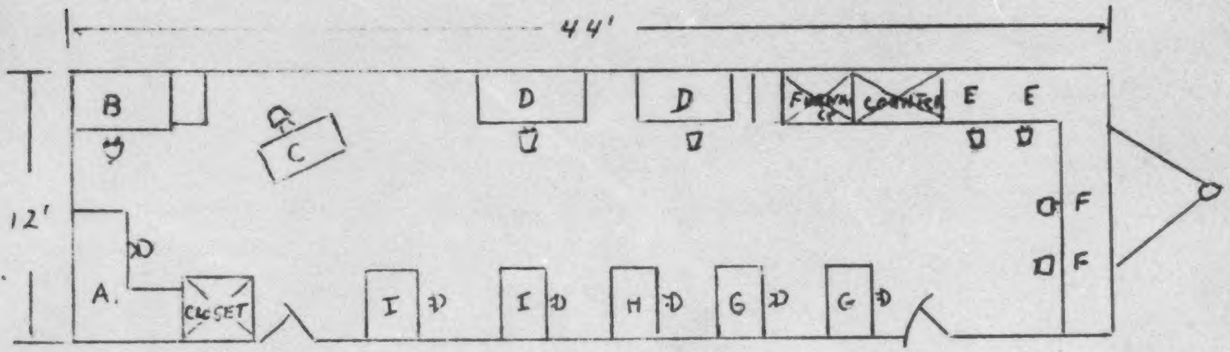
I. Shelf, 8" wide 42" high

Scale 1/8" = 1'

B.O.P. INC. OFFICE

SKETCH OF OFFICE

POSITIONS


44'
12'
B
C
D
D
FILING
COUNTER
E
E
F
F
A.
CLOSET
I
I
H
G
G

- A. Administrative Assistant
- B. Instructor
- C. Receptionist
- D. Vice President (2)
- E. Insurance Clerk (2)
- F. Posting and Tax Clerk (2)
- G. Cashier (2)
- H. Secretary
- I. Executive Secretary (2)

Scale 1/8" = 1'

EQUIPMENT AND MATERIALS

In selecting equipment for BOP Inc., consideration was given to the following.

1. What was used in area by businessmen--to supplement existing equipment.
2. Available in the schools
3. Superior service and maintenance on equipment
4. To prepare students for employability for "tomorrow".

These factors resulted in the purchase of the following equipment. One exception is the IBM Magnetic Card Selective Typewriter which is leased from IBM.

Executive desk (3)	$420.00
Secretarial desk, rectangular (1)	105.00
Secretarial desk, L-shaped (5)	540.00
Postage scale (1)	5.00
Desk calendars (13)	36.40
Name plates for each position (13)	78.00
Time clock (1)	200.00
Executive chair (1)	50.00
Secretarial chair (12)	480.00
Straight back chair (2)	20.00
File cabinet, standard 4 drawer (1)	60.00
File cabinet, legal 4 drawer (1)	70.00
Hanging file folders, letter size (200)	13.00
Hanging file folder, legal size (300)	16.00
File frames, legal (4)	10.00
Staplers (6)	25.20
Scissors (6)	7.20
Dictation system, Lanier Nyematic	900.00
Waste baskets (7)	21.00

6' x 8' 2-drawer file (2)	$ 50.00
In-Out box (13)	33.00
Clock (1)	25.00
6-drawer cardex file (1)	50.00
Telephone System Bogen II phones (1)	700.00
Paper cutter (1)	25.00
Transparency maker 3M Model 45D (1)	374.00
Cassette player, Channel Master (2)	60.00
Calculator, Burrough Programable (1)	1275.00
Calculator, Olympia (4)	450.00
Calculator, Frieden (1)	300.00
Typewriter, Olympia Executive (1)	418.00
Typewriter, Olympia Electric #35 (3)	828.00
Typewriter, IBM Correcting Selectric II (1)	580.00
Typewriter, IBM Selectric II (2)	770.00
Typewriter, IBM 13½ Selectric (1)	430.00
Paper punch	10.95
Rubber Stamp (non-negotiable)	5.00
Roledex file	11.95
Ward Guides (3)	8.85
Chairs--plastic (2)	20.00
I.B.M. Typing elements (3)	56.00
Phone pickup for recorder	5.00
Tool Kit (1)	7.00
Pencil sharpener (1)	6.00
"Today's Seceetary", magazine (modern secretary)	
Office supplies: paper, pencils, paper clips, forms, etc, for year	80.00

TEACHER PREREQUISITES

Simulation is not for all teachers. Ask yourself:

Do I want to innovate?

Can I handle the unstructured setting?

Do I have a business background? Have I worked in an office?

Can I abandon the rotation-type system of teaching office practice?

Can I tolerate being pulled in all directions by students needing my attention?

Can I give up group demonstrations wherein I am the center of the group?

Am I willing to allow students a certain degree of freedom of action?

Am I willing to allow students to assume responsibility for their own actions?

Am I now satisfied with the results of a traditional office practice class in terms of personal development and human relations?

If your answer to this last question is "yes," stop right now and close this book. REMEMBER, SIMULATION IS ONLY ONE METHOD OF TEACHING OFFICE PRACTICE.

RATIONALE FOR SIMULATION

A rationale for establishing a simulation in an Office Practice Class:

It provides a realistic setting for meaningful learning.

It acquaints students with an office system through the creation and processing of documents.

It provides a setting wherein students work closely with others to develop in the area of human relations.

It establishes in the students' minds the fact that each task is a part of the large picture of operating a business.

It offers students an opportunity to learn in some detail facts about a business with which they were previously unfamiliar.

It encourages students to think critically and to make judgements.

It ties together previously acquired student skills and knowledge so that students may begin to use them effectively.

It provides a setting wherein students begin to discover the relationships that exist between business and the customers of business.

It establishes in the minds of the students how their errors affect others.

It provides an activity in which students assume responsibility for their own actions.

It establishes a situation in which students see an entire cycle through which a product or service travels from beginning to end.

It gives students their first work experience under the close supervision of a teacher.

It educates the consumer -- not only the students in the class -- but also those student customers who participate.

SIMULATION DESIGN

Prerequisites

There are two basic prerequisites for simulation. All students who enter the program must have had some formal typewriting instruction. It is possible that a student could succeed in the program with only one semester of typewriting, but at least one year is preferred. The second prerequisite is that the curriculum must probide at least a two-period block of time back to back.

Some instruction in shorthand would also be desirable. If the student has not had shorthand, it is possible for him to complete all positions in the office by using dictating equipment. However, shorthand would make the student more valuable to the world of work and should be encouraged.

Learning Units of Study

The following are units of study which the teacher may find helpful to cover in connection with the simulation.

1. Banking
2. Business Machines
3. Correspondence (mailability, styles, procedures, dictation, letter writing)
4. Dictation and Transcription
5. Duplicating
6. Personnel Evaluation
7. Executive Typewriter
8. Filing
9. Insurance
10. Job Interviewing
11. Interest and Interest Computation
12. Mail
13. Office Etiquette
14. Payroll
15. Petty Cash
16. Public Relations
17. Supervision
18. Telephone
19. Travel Planning

The above learning units, which are normally a part of a regular office practice class, are also very valuable in the preparation of student for the simulation experience. It may be advisable for the teacher to redesign these units to more closely meet the needs of the students.

There are many ways to design learning units. One of the most effective for many teachers is the use of criterion based on learning modules.

Group Discussion

Discuss your views on coat and book storage. Do not allow coats and books to be kept at the student desks. Provide purse hooks on L-shaped trainers or assign purse storage to desk drawers.

Again, go over your attendance policy. Ask students to call in when they will be absent, just as they will be expected to do on the job.

Discuss clothing standards according to your own school policy and your own philosophy. (Caution: Don't climb out on a limb that your students may chop off.)

Discuss what is allowed and disallowed regarding the use and abuse of telephones, conversing, and moving around. Liken it to a real office.

Student prerequisites

If office occupations is offered in the twelfth-grade level, and you are going to offer a simulation of some type, you would expect to enroll students who have had at least one year of typewriting and who indicate to you a determination to gain in clerical proficiency. Students who have already had classes in bookkeeping, business English, business correspondence, machine transcription, business machines, etc., have already indicated a genuine interest in clerical proficiency. Needless to say, students with the more comprehensive business background will require less orientation.

If you expect to offer shorthand development, office style not speed, in your simulation, students should have had one year of shorthand. (Obviously, exceptions will occur depending upon ability and proficiency of the particular student.) If you look toward simulation as a means to develop shorthand speed, you will be disappointed unless you set aside sufficient time daily for speed building. Simulation is not designed to build skill per se. Rather, it is designed to "Put it all together." Simulation in office practice is just that -- practicing to work in an office. We all know that employees do not learn typewriting and shorthand skills on the job. Rather they use the skills they already possess to perform a job for an employer.

Boys and young men should be encouraged to enroll in the class.

Some teachers in small districts open their simulation to both clerical and stenographic students. Other steachers in small districts have chosen to use one of their other classes as the "outside world."

PHASE III Simulation Warmup

This phase is a more intensive treatment of each position and involves a rotation of two days at each position. Additional work is added to that given in Phase II and standards are progressively raised as the students begin to understand the concepts and procedures. Group debriefings become common as problems are identified. Student problems and weaknesses are again identified so that supporting classwork can correct them.

Following the Phase II materials are detailed positional instructions for Phase III. Each page lists the position, the task sheet, materials needed at that position, materials given to students by the instructor, and some general instructions as to how the tasks are carried out for that particular task sheet.

PHASE II

MATERIALS NEEDED FOR STUDENT'S FOLDERS AT EACH POSITION

Vice President

1. Task Sheet
2. 2 Payroll and Salary Registers
3. Monthly Payroll Table
4. 5 Appraisal Forms

Executive Secretary

1. Task Sheet
2. Prerecorded Transcription Belt (See Key)
3. 2 Interoffice Memorandum Forms
4. 1 Letterhead

Receptionist

1. Task Sheet
2. 1 Spirit Master
3. 1 Interoffice Memorandum Form
4. 1 Check

Administrative Assistant

1. Task Sheet

Posting and Tax Clerk

1. Task Sheet
2. 4 Coupons (Same as Cashiers)
3. 4 Borrower's Ledgers
4. Amortization Schedules nos. 1, 2, 3
5. Tax Notice Letter
6. List of County Assessors
7. 1 Letterhead
8. Master Customer List

Insurance Clerk

1. Task Sheet
2. 3 Fire & Hazard Insurance Policies (See Key)
    - 2 correct
    - 1 incorrect
3. Policy Correction Form
4. Policy Letter (Premium Letter
5. 2 Blank Tickler Cards
6. Completed Policy Cancellation Notice
7. Policy Cancellation Letter
8. 3 Letterhead
9. Master Customer List

Cashier

1. Task Sheet
2. 4 Completed Coupons (See Key)
3. Deposit Slip
4. 2 Investor's Ledgers
5. Amortization Schedules - Nos. 1, 2, 3
6. Daily Summary and Recap
7. Receipt Book
8. Money ($400)
9. Petty Cash Reconciliation
10. Petty Cash Book
11. Bad Check (See Key)
12. Bad Check Letter
13. Memorandum
14. Welcome Letter
15. Payment Facts Sheet
16. 2 Letterheads
17. Master Customer List

PHASE II

LISTED BELOW ARE THE MATERIALS NEEDED AT EACH POSITION

Vice President

Task Sheet
Procedures Manual**
2 Payroll and Salary Registers
Blank Dictation Belts**
Dictation Situations*

Executive Secretary

Task Sheet
Procedures Manual**
Prerecorded Transcription Belt*
2 Interoffice Memorandum Forms
Letterhead Sheets

Administrative Assistant

Task Sheet
Money

Cashier

Task Sheet
Procedures Manual**
4 Completed Coupons
Deposit Slip
2 Investor's Ledgers
Amortization Schedules - Nos. 1, 2, 3
Daily Summary and Recap Form
Petty Cash Book
Bad Check (See Key)
Payment Facts Sheet
Welcome Letter
Letterhead Sheets
Master Customer List
Receipt Book**

Receptionist

Task Sheet
Proeceudres Manual**
1 Spirit Master
1 Interoffice Memorandum Form
Blank BOP Checks (beginning
   balance filled in)**

Posting and Tax Clerk

Task Sheet
Procedures Manual**
4 Completed Coupons
4 Borrower's Ledgers
Amortization Schedules - No. 1, 2, 3
Master Customer List
List of County Assessors

Insurance Clerk

Task Sheet
Procedures Manual**
3 Fire Insurance Policies
   2 Correct
   1 Incorrect
Blank Tickler Card
Completed Policy Cancellation Notice
Letterhead Sheets
Master Customer List
Policy Letter (Premium Letter)
Policy Cancellation Letter

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* Materials given to student by the instructor other than folder contents.
** Materials located in the student's desk drawer.

PHASE III

VICE PRESIDENT

TASK SHEET No. 1

Materials Needed:

Scratch Paper
Dictation Belts
Payroll Sheets
BOP Appraisal Forms (one per student on team)
Insurance Policy Expiration List from the Insurance Clerk

Materials Needed From the Instructor:

Task Sheet
Dictation Assignment Sheets
Salary Scales (one is attached to task sheet)
Bonuses
Monthly Payroll Tax Schedule (attached to task sheet)

General Instructions:

The first thing the instructor will give the Vice President is task sheet no. 1. The instructor will periodically place some dictation assignment sheets in the Vice President's "in" tray.

The instructor has different salary scales and bonuses for figuring the payroll. Another salary scale or bonus sheet should be given to the Vice President when he completes the one on the task sheet.

The instructor can hand out more dictation assignment sheets, salary scales, and bonuses when he sees that the Vice President is nearly caught up. When the Vice President receives a bonus sheet, he should figure the bonuses in with the employees' regular salary according to the salary scale on which they are working and not separately.

The Vice President must keep the Executive Secretary busy; therefore, if the Executive Secretary is nearly out of work, the instructor should lean towards giving the Vice President more dictation assignment sheets rather than salary scales and bonuses because he can complete them faster. Should the Executive Secretary catch up on her work, the Vice President would have her help a member of his team.

The insurance policy expiration list typed by the Insurance Clerk should be kept by the Vice President for the duration at that position. When a customer renews his insurance, the Vice President should cross his name off the list. The Vice President will know when the insurance is renewed because he must sign a letter and a check.

PHASE III

EXECUTIVE SECRETARY

TASK SHEET No. 1

Materials Needed

Letterhead Sheets
Onion Skin Paper
Carbon Paper
Dictionary

Materials Needed from Instructor

Task Sheet
Prerecorded Dictation Belt

General Instructions

There is only one task sheet for the Executive Secretary.

It is the Vice President's job to keep the Executive Secretary busy; however, while the Vice President is preparing something for the Secretary, the instructor must give her a prerecorded dictation belt to get her started.

The Executive Secretary works directly with the Vice President and does his typing for him. If the secretary can take shorthand, she should take half of the Vice President's dictation in shorthand.

Whenever the secretary runs out of work, sh should call the Vice President and ask if he has more work for her.

PHASE III

ADMINISTRATIVE ASSISTANT

TASK SHEET No. 1

Materials Needed:

Activity Log Sheets
Tape Recorder with telephone hook-up
Telephone Call Sheets
Cash for the Cashiers
Checks from Customers to Facilitate No. 7 on Task Sheet
Position Work Sheet

General Instructions

There is only one task sheet for Phase III.

The Activity Log Sheets should be in the Administrative Assistant's file. All telephone calls have been made up in advance.

If the instructor desires, he can instruct the Administrative Assistant to refile the telephone call sheets instead of having them placed in the "out" tray. It is a good idea to always take the telephone call sheets from the front of the file and refile to the back so that all of them will be used.

The Administrative Assistant represents the "outside" world," therefore, she is a telephoning customer, a visiting customer, or the bank when needs be.

Periodically she should take a check from her desk drawer and make a payment to a Cashier. The checks are made out for more than the actual payment so she must wait for her change. Once she gets her change, she returns to her work station, puts the money in the cash register, and goes back to doing another task.

Once or twice a day, she will ask each Cashier for some money for office needs such as stamps, paper, pencils, etc.

The Administrative Assistant should try to make two or three appointments with the Vice President each day and then keep all appointments she makes. She may call the Receptionist at the beginni of each day to be reminded of any appointments and the purpose for the appointments. She should always go through the Receptionist when keeping an appointment or making a payment.

PHASE III

RECEPTIONIST

TASK SHEET No. 1

Materials Needed:

Appointment Books--one for each team
BOP Checks
Scissors

Materials Needed from Instructor:

Task Sheet

General Instructions:

The Receptionist has the customer file located at her desk. The customers' names in her file will either begin with an "A" or a "B". Task Sheet No. 1 is to change that file from the alphabetic system to a numeric system.

The Receptionist files all correspondence in the customers' file and student file. The original copy goes to the customers' file and the carbon copy to the students' file.

Should a letter come to the Receptionist whose name does not start with an "A" or a "B", it could go to the county assessor file or to the investor file. If there is not a folder in one of the three above mentioned files for a letter, the Receptionist should file it in the miscellaneous file folder.

The Receptionist should make all the appointments for BOP, INC. She has an appointment book for each team and should share the appointments half and half with the Vice Presidents.

She should call the Administrative Assistant a few minutes before each appointment so that he may get ready to keep the appointment.

When the Receptionist makes appointments, she should make them for a regular office day such as from 8 a.m. to 5 p.m. Then by following a schedule similar to the one on the next page, the students will know what time during the class period to keep the appointment.

PHASE III

RECEPTIONIST

TASK SHEET No. 2

Materials Needed:

Appointment Books--one for each team
BOP Checks
Scissors

Materials Needed from Instructor:

General Instructions:

After the student completes task sheet No. 1, the instructor should collect it and give the student task sheet No. 2. The only item that is different on task sheet No. 2 is task No. 1. This time the student will change the files from the numeric system to a geographic system.

If a student finishes task sheet No. 1 and task sheet No. 2 during her stay at a rotation, then the next student that becomes the Receptionist should receive task sheet No. 3. These three task sheets must rotate. A system to follow is to have the three task sheets in one file folder and always take the one in front and file them to the back upon completion.

Below is a suggested BOP, INC. office hour conversion table. Of course, the conversion table will vary according to class periods.

OFFICE HOURS

8:00 = 12:45
8:30 = 12:52
9:00 = 12:58
9:30 = 1:04
10:00 = 1:10
10:30 = 1:16
11:00 = 1:22
11:30 = 1:28
12:00 = 1:35
LUNCH
1:00 = 1:40
1:30 = 1:46
2:00 = 1:52
2:30 = 1:58
3:00 = 2:04
3:30 = 2:10
4:00 = 2:16
4:30 = 2:22
5:00 = 2:25

PHASE III

RECEPTIONIST

TASK SHEET No. 3

Materials Needed:

Appointment Books--one for each team
BOP Checks
Scissors

Materials Needed from Instructor:

Task Sheet No. 3

General Instructions:

If a student finishes task sheets Nos. 1 and 2, or if the last student finished task sheet No. 2, then the instructor should hand out task sheet No. 3.

On task sheet No. 3, the student will change the files from the geographic system to an alphabetic system.

PHASE III

CASHIER

TASK SHEET No. 1

Materials Needed:

Petty Cash ($400)
Petty Cash Book
Receipt Book
Petty Cash Reconciliation
Deposit Slip
Investor's Ledgers
Posting Machine or Typewriter
Daily Summary and Recap
Payment Facts Sheet
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet No. 1
  1. Petty Cash Procedures
  2. Sample Welcome Letter
Coupons with Checks Attached
Three or Four Coupons of Payment No. 1

General Instructions:

The instructor should give each Cashier ten to fifteen coupons with checks attached. It is important that the instructor give the Cashiers some coupons with payment number one on them to initiate the welcome letters and payment facts sheet. The payment facts sheet is page two of the welcome letter.

There are several coupons prepared with payment number one on them. These coupons are kept separate from the other coupons and then a few are mixed in with the regular coupons before being handed to the Cashier. When the Cashier has finished, the instructor can take out the payment number one coupons before they go to the Posting and Tax Clerk.

The Cashier should write a memorandum to the Receptionist requesting a check for $400 made out to Petty Cash. When she receives the check, she should have it cashed at the bank (Administrative Assistant).

The Cashier should check to make certain the amount of each check received agrees with the amount on the attached payment coupon. A deposit slip listing all the checks should be made out. The deposit slip must go to the Receptionist for recording of the deposit in the BOP checkbook.

Each coupon must be posted to the Investor's Ledgers to give each individual investor credit for the money that has been received for him. The amount posted to the Investor's Ledger is the amount shown on the amortization schedule, not the amount of the check.

A daily summary and recap is made out by the Cashier from each team; or they could be made out separately if preferred. It is done by totaling the postings on each individual investor's ledger and entering this total on the daily summary and recap.

Each coupon received which indicates that it is payment number one for a particular customer must be noted by the students so a welcome letter can be sent to that customer. A payment facts sheet must be enclosed with the welcome letter.

When the Cashier receives a payment from a customer (other than the original coupons given to the student by the instructor), he is to make an entry in the Petty Cash Book for the amount received. If the customer pays an amount greater than his payment, the Cashier should give him his change, make out a receipt, fill out a coupon so the investor will get credit, and make another entry in the Petty Cash Book in the Paid column. The customer is usually the Administrative Assistant; however, the instructor may wish to be a customer on occasion.

Any payment made out of the petty cash of $50 or more should be made by check. When the petty cash gets down to $200, it should be replenished to bring it back up to $400. The Cashier should return the money he has left in his petty cash to the bank at the end of the rotation.

Checks received without coupons attached should be returned to the Administrative Assistant.

PHASE III

CASHIER

TASK SHEET No. 2

Materials Needed:

Memorandum
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet No. 2
Sample Bad Check Letter--attached to task sheet
Two or Three Checks Marked "Insufficient funds"
Some Regular Checks with Coupons
Two or Three Checks with Payment Number One Coupons

General Instructions:

When BOP, INC. makes a bank deposit, a portion of the deposit goes to each investor's account. How much each investor receives is determined by the daily summary and recap amounts. Because the tracing of an individual check to a particular investor's account would be very difficult, BOP, INC. upon receipt of a bad check immediately makes out a check to the First Sincerity Bank of Idaho (this is where BOP, INC. maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check.

The Cashier should have the Receptionist make out a check to the First Sincerity Bank of Idaho for the total of the checks marked "Insufficient funds." Then the Cashier must write a letter to each customer who is responsible for a bad check telling him he must make the check good within a few days.

The check written by the Receptionist to cover the bad check should be attached to the bad check letter or letters so the Vice President can sign both at the same time.

PHASE III

POSTING AND TAX CLERK

TASK SHEET No. 1

Materials Needed:

Loan Card File
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet
  1. A List of Addresses of the County Assessors
  2. Sample Request for Tax Notice Letter
Tax Notice Requests

General Instructions:

The tax notice requests sheet must be given to the students with task sheet No. 1. The sheets are in file cabinet No. 1, drawer No. 3, filed under Tax Notice Requests. An example is shown below.

POSTING AND TAX CLERK

Tax Notices Due	County	Loan No.
William G. Abney	Ada	02-235
Eugene H. Blake	Bingham	12-058
Harvey M. Ahlstrom	Blaine	09-095
William P. Bailey	Bannock	05-054
Mark E. Belnap	Shoshone	12-076

The student will find on the Tax Notice Request a list of customers with taxes due. The customers' original loan cards should be pulled from the loan card file. Upon finding the county the customer lives in, the student will find the county assessor for that county from the list attached to the task sheet. These loan cards are enclosed with the signed letter to the appropriate county assessor. The instructor then puts the loan cards with task sheet No. 2.

PHASE III

POSTING AND TAX CLERK

TASK SHEET No. 2

Materials Needed:

Letterhead
Carbon Paper
Onion Skin Paper
Master Customer List

Materials Needed from Instructor:

Task Sheet No. 2

1. Sample Letter of Transmittal
2. Sample Request for Additional Tax Reserve Funds Letter
3. Names and Addresses of the County Tax Assessors

Loan Cards

General Instructions:

The student should have the same loan cards they took from the loan card file when completing task sheet No. 1

The amount of taxes due is written on the back of the loan card. If the customer's tax reserve is sufficient, a check for the amount on the loan card is made out by the Receptionist to the county assessor for that county in which the customer lives. The check is to be returned to the Posting and Tax Clerk so that he may attach it to his letter.

Only one check needs to be written to each county assessor even though you may be paying taxes for more than one customer in that county.

Because the tax amount is only estimated each year, a borrower's tax reserve is often insufficient to pay his taxes. If the customer is short in his tax reserve, then a letter requesting additional tax reserve funds is sent to the customer. In order to complete the request for additional tax reserve funds letter, the student must figure the shortage amount and figure how much the borrower should increase his monthly payments in order to avoid a shortage the next year.

You can tell whether or not the student is typing the right letter to the right person by looking at the policy number. All policies beginning with numbers 01 to 06 have insufficient tax reserves; therefore, the student should type a request for additional tax reserve funds letter. All policies beginning with 07 to 12 have sufficient tax reserves; therefore, the student should type a letter of transmittal to the appropriate county assessor.

PHASE III

POSTING AND TAX CLERK

TASK SHEET No. 3

Materials Needed:

Borrowers' Ledgers
Amortization Schedules

Materials Needed from Instructor:

Checks with Attached Coupons

General Instructions:

The coupons are to be posted to the borrowers' ledgers after the Cashier has posted them to the investors' ledgers.

Should it become necessary to fill out a new ledger sheet, you should follow these steps:

1. Fill in the complete name.

2. Fill in the address from the master customer list.

3. Fill in the investor code. The first two digits of the loan number are the numbers of the investor code. For example, Lester G. Aaron's loan number is 09-040 so the investor code is 09.

4. Fill in the amortization schedule number. This number is obtained from the coupon under "Posting Codes." The amortization schedule for Lester G. Aaron is 6, therefore, his posting code is 09-6. Mr. Aaron's loan amount is $18,000 and amortization schedule 6 is the only schedule for that loan amount.

5. The investor corresponds with the first two digits of the loan number and posting codes on the coupons and the daily summary and recap sheet. For example, the first two digits of Lester G. Aaron's loan number and posting code is 09. Count down nine lines on the daily summary and recap and his investor is California Western Life Insurance.

6. The total monthly payment amount is obtained from the master customer list, also the principal and interest, insurance, taxes, and the original loan amount.

7. If the coupon is the first payment, indicate on the ledger the first payment date and project ahead to determine the maturity date. If the coupon is not the first, leave these items blank.

PHASE III

INSURANCE CLERK

TASK SHEET No. 1

Materials Needed:

Memorandums
Tickler Card File
Master Customer List
Insurance Correction Forms
Tickler Cards
BOP Letter head
Onion Skin Paper
Carbon Paper

Materials Needed from Instructor:

Task Sheet No. 1
Five or Six Correct Insurance Policies
Two or Three Incorrect Insurance Policies

General Instructions:

The instructor must take from his file some correct and some incorrect insurance policies to give to the student with task sheet No. 1

The correct insurance policies should be in folder labeled "Correct Insurance Policies," and the incorrect insurance policies should be in another folder labeled "Incorrect Insurance Policies."

So that all of the policies will be used, always take the policies from the front of the folder and refile to the back. The policies can easily be identified by the code (01-06 incorrect and 07-12 correct.)

More correct insurance policies should be given to the student than incorrect insurance policies so that the student will be typing more letters.

If one student is faster than the other, the instructor can regulate the work by giving more or fewer insurance policies to the students. For example, if the rotation is for four days and a student completes task sheets 1, 2 and 3 by the end of the second day, then to keep this student busy for the rest of the rotation, several additional insurance policies should be given to that particular student.

PHASE III

INSURANCE CLERK

TASK SHEET No. 2

Materials Needed:

BOP Letter head
Carbon Paper
Onion Skin Paper
Tickler Cards

Materials Needed from Instructor:

Task Sheet No. 2
1. Insurance Letter of Transmittal
2. List of Investors
3. Letter Request for Additional Insurance Reserve Funds

Insurance Policy Renewal Sheets

General Instructions:

The insurance policy renewal sheets should be in the instructor's file under "Insurance Policy Renewal Sheets." A sample sheet is shown below.

INSURANCE CLERK

Insurance Policy Renewals	Cost of Renewal	Policy No.
Peter G. Ackley	$134.04	11-036
Howard F. Aland	117.96	02-033
Charles W. Atwood	146.64	05-031
Douglas G. Bishop	31.56	01-025

The instructor can readily see whether or not the student is typing the right letters to the right customers by checking the policy number. All policies starting with numbers 01 to 06 have insufficient insurance reserves. All policies beginning with 07 to 12 have sufficient reserves to pay their insurance when it is due.

From the renewal sheet on the preceding page the insurance company of Peter G. Ackley should receive a letter of transmittal and a check for the amount indicated above. Howard F. Aland, Charles W. Atwood, and Douglas G. Bishop each should receive a letter requesting additional funds to pay their insurance premium.

PHASE III

INSURANCE CLERK

TASK SHEET No. 3

Materials Needed:

BOP Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet No. 3
Policy Cancellation Letter (attached to task sheet)
Policy Cancellation Notices

General Instructions:

Each student should receive several policy cancellation notices depending on her speed and ability. The insurance policy cancellation notices should coordinate with the policy expiration list that was typed by the Insurance Clerk for the Vice President from the instructions on task sheet No. 1.

PHASE III

INSURANCE CLERK

TASK SHEET No. 4

Materials Needed:

Tickler Card File
Master Customer List
Insurance Correction Forms
Tickler Cards
BOP Letterhead
Carbon Paper
Onion Skin

Materials Needed from Instructor:

Task Sheet No. 4
Sample Premium Letterhead (attached to task sheet)
Four or Five Correct Insurance Policies
Two or Three Incoorect Insurance Policies

General Instructions:

The instructor must take from his file some correct and some incorrect insurance policies to give to the student with task sheet No. 4.

So that all of the policies will be used, always take the policies from the front of the folder and refile in the back. More correct insurance policies should be given to the student than incorrect insurance policies so that most of the student's effort will be toward typing letters.

If one student is faster, the instructor can regulate the situation by giving more or fewer insurance policies to individual students.

PHASE IV .Full-Scale Simulation

Phase IV is a full-scale simulation. It is the same as Phase III except that the instructor will give more work to the students with the task sheets.

The Vice Presidents will plan an itinerary and the Receptionist will address five envelopes in addition to their regular work.

The following is an idea as to how much work should be given to each student with their first task sheet:

The Executive Secretary should get two prerecorded dictation belts--one with a two-page letter and the other with three short letters. The Cashier should receive approximately 15 coupons attached to checks with three or four payment number ones mixed in with the regular coupons. The Posting and Tax Clerk is to prepare and send tax notices to the county assessors. The Insurance Clerk is to receive several insurance policies--both correct and incorrect. The Receptionist and Administrative Assistant will be doing about the same as in Phase III, but with maximum efficiency.

The teacher should not participate very much, but rather let each Vice President have as much control and authority as he can handle.

Each student should be able to handle all situations he is confronted with with little confusion and with great efficiency.

FILES, MATERIALS, AND OTHER INFORMATION NEEDED FOR SETTING UP SIMULATION

ALL CODES GIVEN IN THIS TEACHER'S MANUAL ARE FOR TEACHER USE ONLY AND IF DIVULGED TO STUDENTS WILL LIMIT THE EFFECTIVENESS OF THE SIMULATION.

Codes are for use in Phase III and Phase IV only. Codes will not work with Phase II nor with the rush jobs.

FILES AND MATERIALS NEEDED TO RUN SIMULATION

A. File Folders and Files

1. Near Receptionist

    a. borrower files (correspondence)
        (1) 100 folders
        (2) each folder labeled with the name, address, and loan number of a borrower
        (3) names can be found on master customer list in the Student's Manual

    b. student files
        (1) 1 folder for each student
        (2) each folder labeled with the name of a student

    c. investor files (correspondence)
        (1) 12 folders
        (2) each folder labeled with the name of an investor
        (3) names can be found in the Insurance Clerk section of the Student's Manual

    d. county assessor files (correspondence)
        (1) 15 folders
        (2) each folder labeled with the name of an assessor
        (3) names can be found in the Posting and Tax Clerk section of the Student's Manual

    e. miscellaneous folder (correspondence)

2. Near Posting Machines and Cashier and Posting and Tax Clerk

    a. investor ledger file
        (1) 1 folder
        (2) folder contains a ledger for each investor filed in numerical order

    b. borrower ledger files
        (1) 12 folders
        (2) each folder labeled with an investor number
        (3) folder contains all borrower ledgers associated with that investor--ledgers are filed first by investor code and then alphabetically within each code.

    c. amortization schedules file
        (1) 7 folders
        (2) folders are labeled from one to seven
        (3) No. 1 amortization schedule in No. 1 folder, etc.

3. Central Location

   a. forms file
      (1) folder for each form
      (2) central location in office

   b. positional file folder for each student (used during Phase III and IV
      (1) 12 folders
      (2) separate set in separate location for each class
      (3) used so student can keep work separated from other classes

4. Teacher File

   a. teacher task sheet files
      (1) 12 folders for each class during Phase II labeled name of each position
      (2) folder containing all forms and materials necessary to work a position is provided during Phase II
      (3) task sheets for Phases II, III, and IV are provided in the Student's Manual

   b. teacher working materials file (suggested input is provided later in this section)
      (1) each telephone call and dictation situation should be on a separate sheet for greater flexibility
      (2) separate file for tax notices due requests
      (3) separate file for insurance policy renewal sheets
      (4) incorrect insurance policies file (investor numbers 01-06)
      (5) correct insurance policies file (investor numbers 07-12)
      (6) insurance policy cancellation notice (one is completed for each incorrect insurance policy (01-06). These cancellation notices are used with task sheet 3 after task sheet 2 has been completed
      (7) several bad checks (to be used for input with Cashier bad check task sheet. Each check should be marked in some manner indicating that the check has been returned by the bank because of insufficient funds.)
      (8) 100 coupons filled out (payment number and month of payment should be entered in light pencil). Information found on Master Customer List
      (9) 20 coupons based on Auxiliary Master Customer List (found in Cashiers Task Sheet Section of Manual). Payment No. 1 used to initiate completion of Welcome Letter and Payment Facts Sheet by Cashier

B. Positional Files Needed

1. Insurance Clerk Tickler Files (2)

    a. 1 file for each Insurance Clerk
    b. 100 cards in each file

2. Posting and Tax Clerk Loan Card File (1)

    a. 1 file for both Posting and Tax Clerks to share
    b. file should contain original and copy
    c. front and back of loan card should be filled out (amounts for back of loan card can be found later in this section)
    d. 100 cards 8 x 5 cards

3. Rotary Files Central in office--each rotary file should contain:

    a. a listing of customers in alphabetical order
    b. a listing of customers in numerical order by loan number

C. Travel Itinerary Reference Book

PAYMENT NUMBERS AND POSTING CODES FOR COUPONS

The first number is the payment number which can be found on the Amortization Schedule, and the second numbers are the numbers suggested for the posting code on the coupons. The first two digits of the posting code are the investor numbers and the last digit is the Amortization Schedule number used when posting that coupon.

NAME	PAYMENT NO.	POSTING CODE
Aaron	1	09-6
Abbott	81	03-1
Abel	101	05-7
Abernathy	101	01-4
Abernethy	141	03-2
Able	101	11-2
Abney	121	02-6
Abraham	161	11-6
Abrams	181	12-5
Ackerline	201	08-2
Ackerlund	212	10-1
Ackerson	241	07-4
Ackley	260	11-7
Ackman	221	02-2
Adair	261	09-1
Adams	251	11-7
Adams	31	04-3
Adamson	81	01-1
Addams	241	07-2
Akins	221	10-3
Aland	281	02-6
Albee	281	07-2
Albert	231	02-1
Albertson	231	06-5
Alder	181	04-3
Allan	121	05-1
Allen	201	08-2
Alley	241	02-5
Allred	241	08-3
Allsop	241	03-7
Alsop	181	10-2
Ames	281	07-1
Andersen	201	01-4
Anderson	1	06-7
Andreason	201	02-1
Andrew	201	04-6
Andrews	181	09-3
Andrus	61	07-6

Addison	201	05-4
Agnew	246	08-7
Ahlander	221	07-2
Ahlstrom	81	09-5
Arnold	241	02-6
Arthur	141	09-3
Atwood	143	05-7
Avery	143	08-2
Baak	221	07-5
Babcock	201	11-4
Bailey	201	05-6
Baird	181	06-3
Baker	201	12-5
Baldwin	161	10-2
Ball	31	08-7
Ballard	241	01-1
Balls	221	05-2
Barber	121	08-4
Barker	201	04-3
Barlow	201	06-5
Barnes	81	03-6
Barnett	83	11-2
Barrett	1	12-7
Barton	21	10-2
Bateman	81	06-4
Bates	81	09-5
Angus	21	12-7
Anthony	191	06-4
Armstrong	81	03-5
Arnell	101	04-1
Bennion	1	08-4
Benson	22	10-4
Bentley	101	03-7
Berg	221	09-5
Bergeson	201	04-6
Bigelow	81	01-2
Billings	1	06-4
Bingham	201	03-7
Bird	101	04-1
Bishoff	241	09-4
Bishop	121	01-5
Blake	1	12-1
Bond	71	05-6
Booth	31	07-3
Boulton	21	10-7
Bowan	41	07-2
Bower	221	12-6
Bowman	181	02-3
Brady	241	04-3
Briggs	31	03-7
Brown	201	11-2
Bryant	101	01-4

Beck	31	10-3
Beckstead	161	01-7
Bell	191	11-7
Belnap	61	12-4
Bench	121	08-7
Bennett	31	02-6
Burton	101	05-3
Bush	221	06-6
Butler	81	03-5
Bywater	1	12-4

POSTING AND TAX CLERK

TAX NOTICES DUE

Each group of names separated by a double space should be typed on an individual sheet of paper. The amount of work for each student at the Posting and Tax Clerk position can be controlled in two ways: (1) A separate letter must be typed to each county listed, therefore the more counties on each sheet, the more letters necessary. (2) A check and short letter must be typed to each county for borrowers whose loan numbers begin 07-12. A longer letter and mathematical computations are required for each borrower with a loan number beginning 01-06.

THESE CODES ARE FOR TEACHER USE ONLY

Loan No.	Name	County
08-099	Ackerlind, Curtis F.	Bingham
07-005	Baak, Charles B.	Bingham
12-010	Abrams, Thayne G.	Bingham
02-100	Albert, Rudolf D.	Bear Lake
02-030	Arnold, Roy O.	Cassia
09-040	Aaron, Lester G.	Bingham
11-066	Abraham, F. Blaine	Cassia
05-094	Balls, Jack T.	Bingham
06-009	Billings, Bruce L.	Bear Lake
05-028	Burton, Ronald W.	Butte
09-080	Adair, Clifford	Butte
01-001	Adamson, Robert E.	Caribou
11-013	Babcock, William E.	Minidoka
02-078	Bennett, John J.	Idaho
10-057	Boulton, Jerry W.	Cassia
03-053	Barnes, Phillip P.	Bear Lake
08-051	Bennion, Robert A.	Bear Lake
04-007	Bird, William E.	Butte
12-022	Bywater, James J.	Bonneville
05-061	Abel, Robert H.	Bannock
03-041	Abbott, Clifton A.	Bingham
04-064	Arnell, George E.	Bingham
08-019	Bench, George Q.	Minidoka
06-003	Bowen, Frank K.	Bonneville
11-073	Able, Charles	Butte
02-035	Abney, William G.	Ada
12-058	Blake, Eugene H.	Bingham
09-095	Ahlstrom, Harvey M.	Blaine
05-054	Bailey, William P.	Bannock
12-076	Belnap, Mark E.	Shoshone

POSTING AND TAX CLERK

TAX NOTICES DUE
(continued)

Loan No.	Name	County
04-055	Barker, Charles A.	Jefferson
12-027	Bower, Ernest C.	Ada
03-069	Butler, Walter E.	Bear Lake
05-038	Addison, Paul G.	Madison
09-044	Arthur, Allen C.	Minidoka
02-023	Bowman, Max D.	Bannock
01-021	Bryant, Paul B.	Fremont
03-060	Abernethy, Henry L.	Bonneville
10-030	Alsop, Daniel R.	Ada
04-093	Brady, Elson R.	Fremont
08-045	Avery, Kenneth D.	Minidoka
09-082	Berg, Gerald C.	Butte
05-032	Allan, Delbert V.	Blaine
10-085	Baldwin, Boyd E.	Fremont
06-016	Barlow, Norman	Bannock
08-043	Agnew, Wallace P.	Bannock
10-014	Benson, Joseph A.	Custer
07-083	Booth, Brian A.	Elmore
03-086	Bentley, Haven F.	Bannock
01-097	Andersen, Howard S.	Cassia
07-098	Andrus, LaVere F.	Cassia
06-084	Anderson, Howard C.	Twin Falls
12-091	Barrett, Arthur E.	Ada
09-071	Bishoff, Norman E.	Ada
04-052	Bergeson, W. Harold	Madison
10-096	Akins, Martin T.	Fremont
07-046	Ames, Carl M.	Cassia
04-090	Andrew, William J.	Bear Lake
08-081	Ball, Duane O.	Power
07-079	Albee, Gary R.	Bannock
08-087	Allen, Victor G.	Custer
06-029	Anthony, James R.	Bingham
10-012	Beck, Ivan J.	Jefferson
04-037	Adams, Melvin T.	Ada
11-011	Barnett, Denny D.	Bonneville
06-015	Bateman, Rex W.	Bonneville
01-092	Bigelow, Clarence A.	Bingham
10-042	Ackerlund, , Charles C.	Fremont
03-065	Allsop, Reese A.	Ada

POSTING AND TAX CLERK

TAX NOTICES DUE
(continued_

Loan No.	Name	County
06-077	Bush, Silas R.	Ada
01-039	Abernathy, Roy P.	Ada
07-020	Ahlander, Perry G.	Bannock
08-017	Barber, Robert D.	Ada
03-026	Bingham, Keith M.	Bingham
03-056	Briggs, John R.	Bonneville
07-062	Ackerson, Charles D.	Bingham
07-088	Addams, Richard M.	Bingham
02-033	Aland, Howard F.	Bannock
04-080	Alder, Wendell R.	Bear Lake
08-070	Allred, Walter H.	Elmore
06-068	Baird, Donald R.	Bonneville
09-067	Bates, Robert J.	Madison
11-036	Ackley, Peter G.	Bonneville
11-063	Adams, Mark G.	Bingham
06-002	Albertson, Ted A.	Bonneville
02-050	Andreason, Russell	Elmore
01-025	Bishop, Douglas G.	Bannock
09-074	Andrews, Willard J.	Bear Lake
12-008	Angus, Porter F.	Bannock
05-031	Atwood, Charles W.	Fremont
10-049	Barton, Harry H.	Adams
01-072	Beckstead, Carl J.	Ada
12-018	Backer, Bruce H.	Jefferson
11-004	Bell, Harold F.	Shoshone
02-075	Ackman, Paul A.	Payette
02-048	Alley, William C.	Adams

RUSH JOB NAMES

05-024	1.	Bond, Douglas E.	Power
03-006	2.	Armstrong, Phillip W.	Idaho
01-047	2.	Ballard, Donald J.	Butte
11-059	2.	Brown, Alden M.	Bingham

TAX AND INSURANCE AMOUNTS FOR CODING

The teacher must indicate the amount of tax assessment on the reverse side of each loan card. The following list shows the amount to be written on each loan card. The following list also contains the cost of coverage which should be included on the bottom line of the fire and hazard insurance policies.

NAME	TAXES	COST OF COVERAGE
Aaron	$446.68	$108.00
Abbott	164.64	32.04
Abel	572.16	134.40
Abernathy	360.24	84.00
Abernethy	590.04	127.20
Able	530.03	127.20
Abney	457.32	108.00
Abraham	446.87	108.00
Abrams	103.65	21.60
Ackerlind	530.04	127.20
Ackerlund	128.64	32.04
Ackerson	348.70	84.00
Ackley	550.36	134.40
Ackman	568.92	127.20
Adair	127.40	32.04
Adams	552.21	134.40
Adams	407.28	97.80
Adamson	152.28	32.04
Addams	530.03	127.20
Addison	290.60	84.00
Agnew	525.64	134.40

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Ahlander	$521.37	$127.20
Ahlstrom	103.68	21.60
Akins	296.59	97.80
Aland	469.32	108.00
Albee	530.01	127.20
Albert	144.84	32.04
Albertson	123.48	21.60
Alder	430.68	97.80
Allan	160.80	32.04
Allen	517.62	127.20
Alley	159.36	21.60
Allred	395.59	97.80
Allsop	655.56	134.40
Alsop	530.00	127.20
Ames	127.31	32.04
Andersen	421.92	84.00
Anderson	586.32	134.40
Andreason	151.08	32.04
Andrew	550.20	108.00
Andrews	393.25	97.80
Andrus	446.88	108.00
Angus	525.52	134.40
Anthony	390.60	84.00
Armstrong	110.16	21.60
Arnell	133.20	32.04

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Arnold	$490.02	$108.00
Arthur	390.69	97.80
Atwood	575.88	134.40
Avery	503.40	127.20
Baak	102.68	21.60
Babcock	348.72	84.00
Bailey	469.32	108.00
Baird	437.64	97.80
Baker	102.22	21.60
Baldwin	503.40	127.20
Ball	550.42	134.40
Ballard	151.08	32.04
Balls	633.36	127.20
Barber	342.87	84.00
Barker	416.16	97.80
Barlow	135.84	21.60
Barnes	466.68	108.00
Barnett	126.84	32.04
Barrett	525.54	134.40
Barton	529.70	127.20
Bateman	359.40	84.00
Bates	102.86	21.60
Beck	396.60	97.80
Beckstead	136.92	32.04
Bell	547.60	134.40

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Belnap	$328.87	$ 84.00
Bench	546.37	134.40
Bennett	463.08	108.00
Bennion	342.27	84.00
Benson	337.92	84.00
Bentley	586.32	134.40
Berg	101.76	21.60
Bergeson	550.20	108.00
Bigelow	633.48	127.20
Billings	443.64	84.00
Bingham	664.32	134.40
Bird	192.36	32.04
Bishoff	343.27	84.00
Bishop	129.24	21.60
Blake	128.64	32.04
Bond	484.56	108.00
Booth	396.59	97.80
Boulton	551.42	134.40
Bowen	642.48	127.20
Bower	444.44	108.00
Boxman	148.44	32.04
Brady	472.68	97.80
Briggs	664.80	134.40
Brown	520.03	127.20
Bryant	364.92	84.00

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Burton	$509.16	$ 97.80
Bush	471.24	108.00
Butler	126.60	21.60
Bywater	342.27	84.00

INSURANCE POLICIES

1. A policy should be filled out for each borrower.
2. All policies with numbers beginning 01 to 06 are incorrect. Errors on each policy can be in one or more of the following four areas:

   a. Name
   b. Address
   c. Legal description
   d. Amount of coverage

   Errors that you make on your policies are for you to determine.

3. All policies with numbers beginning with 07 to 12 are correct.

INSURANCE CLERK TICKLER CARD LIST

This list shows policy expiration dates for each borrower. Use this list as a basis for completing tickler cards.

January
Lester G. Aaron, 09-040
Peter G. Ackley, 11-036
Howard F. Aland, 02-033
Howard S. Andersen, 01-097
Charles W. Atwood, 05-031
Charles A. Barker, 04-055
George Q. Bench, 08-019
Douglas G. Bishop, 01-025
Ronald W. Burton, 05-028

February
Clifton A. Abbott, 03-041
Paul A. Ackman, 02-075
Gary R. Albee, 07-079
Howard C. Anderson, 06-084
Kenneth D. Avery, 08-045
Norman Barlow, 06-016
John J. Bennett, 02-078
Eugene H. Blake, 12-058
Silas R. Bush, 06-077

March
Robert H. Abel, 05-061
Clifford Adair, 09-080
Rudolf D. Albert, 02-100
W. Russell Andreason, 02-050
Charles B. Beak, 07-055
Phillip P. Barnes, 03-053
Robert A. Bennion, 08-051
Douglas E. Bond, 05-024
Walter E. Butler, 03-069

April
Roy P. Abernathy, 01-039
Mark G. Adams, 11-063
Ted A. Albertson, 06-002
William J. Andrew, 04-090
William E. Babcock, 11-013
Denny D. Barnett, 11-011
Joseph A. Benson, 10-014
Brian A. Booth, 07-083
James J. Bywater, 12-022

May
Henry L. Abernathy, 03-060
Melvin T. Adams, 04-037
Wendell R. Alder, 04-089
Willard J. Andrews, 09-074
William P. Bailey, 05-054
Arthur E. Barrett, 12-091
Haven F. Bentley, 03-086
Jerry W. Boulton, 10-057

June
Charles Able, 11-073
Robert E. Adamson, 01-001
Delbert V. Allan, 05-032
LaVere F. Andrus, 07-098
Donald R. Baird, 06-068
Harry H. Barton, 10-049
Gerald C. Berg, 09-082
Frank K. Bowen, 06-003

July
William G. Abney, 02-035
Richard M. Addams, 07-088
Victor G. Allen, 08-087
Porter F. Angus, 12-008
Bruce H. Baker, 12-028
Rex W. Bateman, 06-015
W. Harold Bergeson, 04-052
Ernest C. Bower, 12-027

August
F. Blaine Abraham, 11-066
Paul G. Addison, 05-038
William C. Alley, 02-048
James R. Anthony, 06-029
Boyd E. Baldwin, 10-085
Robert J. Bates, 09-067
Clarence A. Bigelow, 01-092
Max D. Bowman, 02-023

INSURANCE CLERK TICKLER CARD LIST

September
Thayne G. Abrams, 12-010
Wallace P. Agnew, 08-043
Walter H. Allred, 08-070
Phillip W. Armstrong, 03-006
Duane O. Ball, 08-081
Ivan J. Beck, 10-012
Bruce L. Billings, 06-009
Elson R. Brady, 04-093

October
Curtis F. Ackerlind, 08-099
Perry G. Ahlander, 07-020
Reese A. Allsop, 03-065
George E. Arnell, 04-046
Donald J. Ballard, 01-047
Carl J. Beckstead, 01-072
Keith M. Bingham, 03-056
John R. Briggs, 03-056

November
Charles C. Ackerlund, 10-042
Harvey M. Ahlstrom, 09-095
Daniel R. Alsop, 10-034
Roy O. Arnold, 02-030
Jack T. Balls, 05-094
Harold F. Bell, 11-004
William E. Bird, 03-007
Alden M. Brown, 11-059

December
Charles D. Ackerson, 07-062
Martin T. Akins, 10-096
Carl M. Ames, 07-046
Allen C. Arthur, 09-044
Robert D. Barber, 08-017
Mark E. Belnap, 12-076
Norman E. Bishoff, 09-071
Paul B. Bryant, 01-021.

INSURANCE POLICY RENEWALS

Each group of names separated by a double space should be typed on an individual sheet of apaper. The amount of work for each atudent at the Insurance Clerk position can be controlled by the number of policy renewal sheets and the individual names on that sheet.

A check and a short letter must be typed to each insurance company for borrowers with loan numbers beginning 07-12. A longer letter and mathematical computations are required for each bo-rower with a loan number 01-06.

THESE ARE FOR THE TEACHER USE ONLY.

January	Cost of Coverage
#1	
Peter G. Ackley, 11-036	$130.04
Howard F. Aland, 02-033	117.96
Charles W. Atwood, 05-031	146.64
Douglas G. Bishop, 01-025	31.56
#2	
Lester G. Aaron, 09-040	107.60
Howard S. Andersen, 01-097	117.96
Charles A. Barker, 04-055	105.84
George Q. Bench, 08-019	129.40
Ronald W. Burton, 05-028	119.76

February	
#1	
Clifton A. Abbott, 03-041	46.44
Gary R. Albee, 07-079	127.19
Howard C. Anderson, 06-084	138.96
John J. Bennett, 02-078	119.04
Eugene H. Blake, 12-058	32.04
#2	
Paul A. Ackman, 02-075	133.56
Kenneth D. Avery, 08-045	122.70
Norman Barlow, 06-016	26.16
Silas R. Bush, 06-077	142.68

INSURANCE POLICY RENEWALS
(CONT.)

March	Cost of Coverage
#1	
Robert H. Abel, 05-061	$ 156.00
Clifford Adair, 09-080	32.00
W. Russell Andreason, 02-050	40.08
Robert A. Bennion, 08-051	81.62
Douglas E. Bond, 05-024	127.80
#2	
Rudolf D. Albert, 02-100	43.08
Charles B. Baak, 07-005	16.20
Phillip P. Barnes, 03-053	124.20
Walter E. Butler, 03-069	31.56
April	
#1	
Roy P. Abernathy, 01-039	91.20
William J. Andrew, 04-090	181.20
William E. Babcock, 11-013	82.00
Joseph A. Benson, 10-014	80.27
#2	
Mark G. Adams, 11-063	134.20
Ted A. Albertson, 06-002	26.16
Denny D. Barnett, 11-011	30.24
Brian A. Booth, 07-083	97.79
James J. Bywater, 12-022	81.27
May	
#1	
Henry L. Abernathy, 03-060	175.20
Wendell R. Alder, 04-089	138.84
Arthur E. Barrett, 12-091	124.40
Haven R. Bentley, 03-086	156.84
#2	
Melvin T. Adams, 04-037	106.88
Willard J. Andrews, 09-074	96.20
William P. Bailey, 05-054	134.20
Jerry W. Boulton, 10-057	127.92

INSURANCE POLICY RENEWALS
(CONT.)

M

June	Cost of Coverage
#1	
Charles Able, 11-073	$127.20
Robert E. Adamson, 01-001	44.28
Donald R. Baird, 06-068	120.24
Harry H. Barton, 10-049	126.20
#2	
Delbert V. Allan, 05-032	51.60
LaVere F. Andrus, 07-098	108.00
Gerald C. Berg, 09-082	30.47
Frank K. Bowen, 06-003	149.16
July	
#1	
William G. Abney, 02-035	144.00
Victor G. Allan, 08-087	113.29
Bruce H. Baker, 12-028	20.16
W. Harold Bergeson, 04-052	127.56
#2	
Richard M. Addams, 07-088	127.18
Porter F. Angus, 12-008	130.44
Rex W. Bateman, 06-015	90.36
Ernest C. Bower, 12-027	106.00
August	
#1	
Paul G. Addison, 05-038	95.88
James R. Anthony, 06-029	95.88
Max D. Bowman, 02-023	36.60
Boyd E. Baldwin, 10-085	122.07
#2	
F. Blaine Abraham, 11-066	107.64
William C. Alley, 02-048	29.64
Robert J. Bates, 09-067	19.21
Clarence A. Bigelow, 01-092	195.36

INSURANCE POLICY RENEWALS
(CONT.)

September	Cost of Coverage
#1	
Wallace P. Agnew	$121.37
Phillip W. Armstrong, 03-006	32.64
Duane O. Ball, 08-081	134.04
Elson, R. Brady, 04-093	108.84
#2	
Thayne G. Abrams, 12-010	21.60
Walter H. Allerd, 08-070	97.80
Ivan J. Beck, 10-012	97.80
Bruce L. Billings, 06-009	103.56
October	
#1	
Curtis F. Ackerlind, 08-093	127.15
Reese A. Allsop, 03-065	168.36
Donald J. Ballard, 01-047	40.32
Keith M. Bingham, 03-056	177.24
#2	
Perry G. Ahlander, 07-020	125.36
George E. Arnell, 04-046	42.00
Carl J. Beckstead, 01-072	42.00
John R. Briggs, 03-056	198.96
November	
#1	
Harvey M. Ahlstrom, 09-095	21.60
Roy O. Arnold, 02-030	114.36
Harold F. Bell, 11-004	129.76
William E. Bird, 04-007	36.60
#2	
Charles C. Ackerlund, 10-042	32.03
Daniel R. Alsop, 10-034	127.00
Jack T. Balls, 05-094	159.36
Alden M. Brown, 11-059	126.17

INSURANCE POLICY RENEWALS
(CONT.)

December	Cost of Coverage
#1	
Martin T. Akins, 10-096	$97.61
Allen C. Arthur, 09-044	97.08
Mark E. Belnap, 12-076	83.87
Paul B. Bryant, 01-021	93.96
#2	
Charles D. Ackerson, 07-062	83.00
Carl M. Ames, 07-046	31.99
Robert D. Barber, 08-017	83.99
Norman E. Bishoff, 09-071	82.23

TEACHER'S KEY

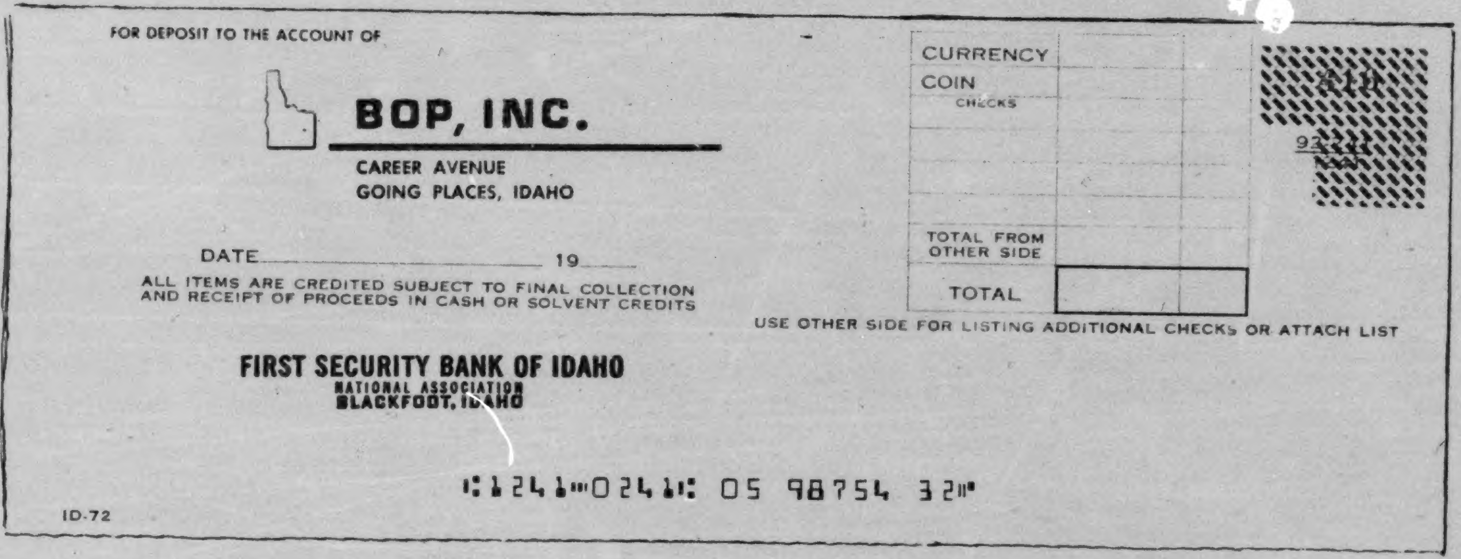
PHASE II

BOP PAYROLL AND SALARY SCHEDULE

For Period Ending Date Paid

Name	Rate	Withhold	Federal	State	FICA	Other Deduc.	Total Deduc.	Amount Paid
Vice President	600.00	95.20	84.06	13.45	31.20		128.71	471.29
Executive Sec.	450.00	59.50	60.06	9.60	23.40		93.06	356.94
Receptionist/ Administrative Assistant	425.00	55.30	55.68	8.91	22.10		86.69	338.31
Cashier	400.00	51.10	51.32	8.21	20.80		80.33	319.67
Posting and Tax Clerk	375.00	43.30	47.71	7.63	19.50		74.84	300.16
Insurance Clerk	350.00	39.99	43.54	6.97	18.20		68.71	281.29

BANK DEPOSIT



FOR DEPOSIT TO THE ACCOUNT OF

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

DATE ____________ 19____

ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION
BLACKFOOT, IDAHO

CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		

[illegible]
92-[illegible]

USE OTHER SIDE FOR LISTING ADDITIONAL CHECKS OR ATTACH LIST

⑆1241⑈0241⑆ 05 98754 32⑈

ID-72

INVESTORS LEDGER

B. O. P. INC.

Career Avenue
Going Places, Idaho

INVESTOR ______________________

CODE ______________________

DATE	INTEREST	PRINCIPAL	TOTAL AMOUNT PAID
pt. 23	25.08	3.53	28.61
pt. 23	72.77	25.03	97.80
	97.85	28.56	126.41

№ 239

BAL. FOR'D

DATE 19

TO

FOR

DEPOSITS

TOTAL

AMOUNT THIS CHECK

BALANCE

239

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

92-241
1241

19

PAY TO THE ORDER OF $

DOLLARS

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION
BLACKFOOT, IDAHO

⑆1241⑈0241⑆ 05 98754 32⑈

№ 240

BAL. FOR'D

DATE 19

TO

FOR

DEPOSITS

TOTAL

AMOUNT THIS CHECK

BALANCE

240

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

92-241
1241

19

PAY TO THE ORDER OF $

DOLLARS

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION
BLACKFOOT, IDAHO

⑆1241⑈0241⑆ 05 98754 32⑈

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Mr. Lester G. Aaron
2966 Garden Circle
Blackfoot, ID 83221

Dear Mr. Aaron:

You are hereby notified that your check for $166, drawn to our order on the Blackfoot Office of the First Security Bank of Idaho, has been returned by the bank because of insufficient funds.

We ask that you make this check good within ten days from the date of this notice. If you fail to do so, we shall proceed to protect our interests by other methods.

Sincerely,

Name
Vice President

LGM/lm

.69

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Month Due

Jan.	Feb.	Mar.	Apr.	May	June
July	Aug.	Sept.	Oct.	Nov.	Dec.

Payment No.
301

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
03-041	03-1		$ 42.00
			Late Charge
			TOTAL 42.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Clifton A. Abbott

Please return with payment

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Month Due

Jan.	Feb.	Mar.	Apr.	May	June
July	Aug.	Sept.	Oct.	Nov.	Dec.

Payment No.
1

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
04-007	04-1		$ 42.00
			Late Charge
			TOTAL 42.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

William E. Bird

Please return with payment

323

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Month Due

Jan.	Feb.	Mar.	Apr.	May	June
July	Aug.	Sept.	Oct.	Nov.	Dec.

Payment No.
22

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
03-060	03-2		$ 204.00
			Late Charge
			TOTAL 204.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Henry L. Abernethy

Please [illegible]rn with payment

324

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Month Due

Jan.	Feb.	Mar.	Apr.	May	June
July	Aug.	Sept.	Oct.	Nov.	Dec.

Payment No.
87

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
04-037	04-3		$ 139.00
			Late Charge
			TOTAL 139.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Melvin T. Adams

Please return with payment

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Mr. William E. Bird
986 Eclipse Way
Arco, ID 83213

Dear Mr. Bird:

Welcome to BOP . . .

and thank you sincerely for the confidence you have shown in this corporation by permitting us to cooperate in the financing of your property.

For your convenience, we have summarized pertinent to your loan on the "Facts Sheet." Please refer to this number when writing us about any matter as this will assist us in giving prompt attention to your correspondence.

We have given you a packet containing monthly remittance notices for twelve months. Each payment must be accompanied by a remittance notice. DO NOT SEND THE ENTIRE BOOK. Payments should reach this office on or before the FIRST day of each month. Late payments are subject to a late charge and could impair your credit rating.

Each year a supply of remittance notices and envelopes will be forwarded for your use. We will also provide you with an annual statement immediately after the first of each year showing information that will be helpful in preparing your income tax return. Your reserves for taxes and fire insurance premiums are only estimated. If we have an excess it will be held as a credit to your account, subject to your order, and if we do not have sufficient funds to take care these items, we will notify you. Please inform us if a change should be made in your insurance or if you report a claim under the policy. Also, do let us know promtly of any change in your address of sale of the property on the form enclosed in your packet.

We look forward to the opportunity of doing business with you and hope you will call on us -- any time.

Very truly yours,

Name
Vice President

LGM:lm
Enclosures

PAYMENT FACTS

NEW OWNERS: William E. Bird

YOUR LOAN NUMBER: 04-007

ORIGINAL OWNER: __________

As of October 1, 1974

there is a principal balance on your FHA loan in the amount of $__________

and/or a balance on your VA loan of $__________

and/or a balance on Conventional loan of $ 4,296.47

and/or a balance on your Installment Note of $__________

Accumulated credit, representing trust funds, presently totals $__________

The next payment on your account is due November 1, 1974

in the amount of $ 42.00

This monthly payment is allocated as follows:

Principal and Interest - FHA	
Principal and Interest - VA	
Principal and Interest - Conventional	28.61
Special Assessment	
FHA Mortgage Insurance	
Deposit for Taxes	10.72
Deposit for Fire & Hazard Insurance	2.67
Other	
TOTAL	$42.00

Monthly Side-Agreement (Installment Loans) $__________

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

BORROWER LEDGER

Original Borrower Melvin T. Adams

Mailing Address 1995 Douglas
Boise, ID 83702
Ada County

Investor Code 04

Amortization Schedule 3

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
American Investors Insurance Co.	$139.00	$97.80	$8.15	$33.05	$16,300.00		

Date	Amount Paid	Interest	Principal	Unpaid Balance	Taxes	Insurance
Sept. 23, 1974	$139.00	$72.77	$25.03	$14,528.86	$33.05	$8.15

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

BORROWER LEDGER

Original Borrower Henry L. Abernathy
Mailing Address 1001 Wilson Avenue
Idaho Falls, ID
Bonneville County

Investor Code 03
Amortization Schedule 2

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
American Insurance Co.	$204.00	$149.23	$10.60	$44.17	$ 21,200		

Date	Amount Paid	Interest	Principal	Unpaid Balance	Taxes	Insurance
Sept. 23, 1974	$204.00	$110.70	$38.53	$ 20,398.63	$ 44.17	$10.60

BOP, INC.
Career Avenue
Going Places, Idaho 83221

DAILY SUMMARY AND RECAP

Date Month, Day, Year

Investor Code	Investor Paid	Total	Interest	Principal	Late Charges
1.	Aetna Insurance Co.				
2.	Allstate Insurance Co.				
3.	American Insurance Co.	$177.84	$119.12	$58.72	
4.	American Investors Insurance Co.	120.41	97.85	28.56	
5.	American Western Life Insurance Co.				
6.	Anchor National Life Insurance				
7.	Bankers Life & Casualty Insurance				
8.	Beehive Insurance Co.				
9.	California Western Life Insurance				
10.	Continental Life Insurance Co.				
11.	Farmers Insurance Group				
12.	Massachusetts Mutual Life Insurance				
	TOTAL	$30[illegible].25	$216.97	$87.28	

BOP INVESTORS OR INSURANCE COMPANIES

01. Aetna Insurance Company
312 Boston Building
Newport, Maine 12134

02. Allstate Insurance Company
363 East 960 South
Boston, Massachusetts 13236

03. American Insurance Company
647 West Broadway
Chicago, Illinois 32323

04. American Investors Insurance Company
943 North Main
Chicago, Illinois 34234

05. American Western Life Insurance Company
942 East 11 South
Washington, D. C. 22097

06. Anchor National Life Insurance Company
150 East Grover
Cincinnati, Ohio 42870

07. Bankers Life & Casualty Insurance Company
487 Pioneer Street
Dallas, Texas 60953

08. Beehive Insurance Company
149 South State
Salt Lake City, Utah 84368

09. California Western Life Insurance Company
479 Bankers Building
Los Angeles, California 95478

10. Continental Life Insurance Company
Contintental Bank Building
San Francisco, California 93857

11. Farmers Insurance Group
947 East 4th South
Reno, Nevada 89023

12. Massachusetts Mutual Life Insurance Company
1698 South Main
Boston, Massachusetts 30234

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

INSURANCE POLICY CORRECTION FORM

DATE:

TO:

FROM: BOP, INC.

SUBJECT: NAME ____________________

REFERENCE: POLICY No ____________________

Make corrections below only where necessary.

CORRECTED NAME: ____________________

CORRECTED ADDRESS: ____________________

CORRECTED LEGAL DESCRIPTION: ____________________

____

CORRECTED AMOUNT OF COVERAGE: ____________________

BOP, INC
CAREER AVENUE
GOING PLACES, IDAHO

Name Clifford Adair ____ Policy 09-080 ____ Date Month, day, ye

NAMES OF INSURANCE COMPANIES

____ AETNA INSURANCE CO.
312 Boston Bldg.
Newport, Maine 12134

____ ALLSTATE INSURANCE CO.
363 E. 960 South
Boston, Massachusetts 13236

____ AMERICAN INSURANCE CO.
647 W. Broadway
Chicago, Illinois 34323

____ AMERICAN INVESTORS INSURANCE CO.
943 North Main
Chicago, Illinois 34234

____ AMERICAN WESTERN LIFE INSURANCE
942 E. 11th South
Washington, D. C. 22097

____ ANCHOR NATIONAL LIFE INSURANCE
150 East Grove
Cincinnati, Ohio 42870

____ BANKERS LIFE & CASUALITY INSURANCE
487 Pioneer Street
Dallas, Texas 60953

____ BEEHIVE INSURANCE CO.
149 South State
Salt Lake City, Utah 84368

x CALIFORNIA WESTERN LIFE INSURANCE
479 Bankers Building
Los Angeles, California 95478

____ CONTINENTAL LIFE INSURANCE CO.
Continental Bank Building
San Francisco, California 93847

____ FARMERS INSURANCE GROUP
947 East 4th South
Reno, Nevada 89023

____ MASSACHUSETTS MUTUAL LIFE INSURANCE
1698 South Main
Boston, Massachusetts 30234

Correct Legal Description: ____

____

Correct Name of Insured to Read: ____

Correct Effective Dates of Policy to Read: ____

Correct Amount of Coverage to Read: ____

INSURANCE POLICY

POLICY NO. 05-038

INSUREE American Western Life Insurance

INSURED Paul G. Addison, 353 South 1100 East, Rexburg, Idaho 83440

PROPERTY DESCRIPTION Lot 2 Block 18 Sunrise Heights, Extension #9
Rexburg, Idaho 83440

AMOUNT OF COVERAGE $14,000

EFFECTIVE DATES OF POLICY November 1, 1969 to November 1, 1972

COST OF COVERAGE $252.00

INSURANCE POLICY

POLICY NO. 09-080

INSUREE California Western Life Insurance

INSURED Clifford Adair, 1457 Van Buren Avenue, Arco, Edaho 83213

PROPERTY DESCRIPTION Lot 16 Block 5 Sunset Road, Development #7

AMOUNT OF COVERAGE $4,300.00

EFFECTIVE DATES OF POLICY October 15, 1969 to October 15, 1972

COST OF COVERAGE 85.32

INSURANCE POLICY

POLICY NO. 11-066

INSUREE Farmers Insurance Group

INSURED F. Blaine Abraham, 2910 Cascade Way, Declo, Idaho 83323

PROPERTY DESCRIPTION Lot 2 Block 12 Sunset Road, Addition #4
Declo, Edaho 83323

AMOUNT OF COVERAGE $18,000.00

EFFECTIVE DATES OF POLICY October 1, 1969 to October 1, 1971

COST OF COVERAGE $234.00

SAMPLE POLICY APPROVAL LETTER

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Name
Address
City, State Zip

Saluation:

It is a real pleasure to advise you that your application for Mortgage Fire insurance has been approved. Enclosed is your policy which describes the benefits and provisions of this valuable insurance coverage under written by the (insert name of insurance company).

Below is listed the compositions of your new payment including the premium for this protection:

Principal and Interest	$(amount)
Deposit for Taxes	(amount)
Deposit for Fire Insurance	(amount)
TOTAL MONTHLY PAYMENT	$(amount)

We congratulate you for your wisdom and foresight in participating in this program, and we trust you will feel a greater measure of security in knowing that you have provided for an emergency with this insurance.

If you have any questions concerning this matter, please contact us at your convenience.

Complimentary close,

Name
Vice President

reference initials
Enclosure

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Mr. Daniel R. Alsop
1153 Bryan Avenue
American Falls, ID 83211

Dear Mr. Alsop:

Subject: Loan No. 10-034

Your insurance policy covering property on which we hold a mortgage will expire on (allow thirty days) because of nonpayment of premium. As you know, BOP, INC., must pay the insurance premium and must hold the original of the insurance policy at all times.

A short time ago we went you a letter indicating your insurance reserve was inadequate to pay your insurance premium. We have not yet received your check.

If your check is not received within ten days from the date of this letter, we will have no other alternative than to pay your premium and take legal action against you as this constitutes a mortgage default.

Sincerely yours,

Name
Vice President

lgm

TEACHER'S KEY

PHASE III

BOP PAYROLL AND SALARY SCHEDULE

For period ending Date Paid

Name	Rate	Withhold	Federal	State	FICA	Other Deductions	Total Deduc.	Amount Paid
Vice President	800.00	137.20	117.24	18.76	41.60		177.60	622.40
Ex. Secretary	550.00	76.30	77.53	12.40	28.60		118.53	431.47
Receptionist/ Administrative Assistant	475.00	63.70	64.42	10.31	24.70		99.43	375.57
Cashier	460.00	63.70	61.57	9.85	23.92		95.34	364.66
Posting and Tax	435.00	55.30	57.79	9.25	22.62		89.66	345.34
Insurance Clerk	400.00	51.10	51.32	8.21	20.80		80.33	319.67

Key to Posting & Tax Clerk and Insurance Clerk Request for Additional Funda Letters

NAME	INSURANCE			TAX		
	Reserve	Short	Increase Per Month	Reserve	Short	Increase Per Month
Abbott, Clifton A.	$ 32.04	$14.40	$1.20	$128.64	$ 36.00	$3.00
Abel, Robert H.	134.40	21.60	1.80	552.24	19.92	1.66
Abernathy, Roy P.	84.00	7.20	0.60	348.72	11.52	0.96
Abernethy, Henry L.	127.20	48.00	4.00	530.04	60.00	5.00
Abney, William G.	108.00	36.00	3.00	446.88	10.44	0.87
Ackman, Paul A.	127.20	6.36	0.53	530.04	38.88	3.24
Adams, Melvin T.	97.80	9.08	0.76	396.60	10.68	0.89
Adamson, Robert E.	32.04	12.24	1.02	128.64	23.64	1.97
Addison, Paul G.	84.00	11.88	0.99	342.72	47.88	3.99
Aland, Howard F.	108.00	9.96	0.83	446.88	22.44	1.87
Albert, Rudolf D.	32.04	11.04	0.92	128.64	16.20	1.35
Albertson, Ted A.	21.60	4.56	0.38	103.68	19.80	1.65
Alder, Wendell R.	97.80	41.04	3.42	396.60	34.08	2.84
Allan, Delbert V.	32.04	19.56	1.63	128.64	32.16	2.68
Alley, William C.	21.60	8.04	0.67	103.68	55.68	4.64
Allsop, Reese A.	134.40	33.96	2.83	552.24	103.32	8.51
Andersen, Howard S.	84.00	33.96	2.83	348.72	73.20	6.10
Anderson, Howard C.	134.40	4.56	0.38	552.24	34.08	2.84
Andreason, W. Russell	32.04	8.04	0.67	128.64	22.44	1.87
Andrew, William J.	108.00	73.20	6.10	446.88	103.32	8.61
Anthony, James R.	84.00	11.88	0.99	348.72	41.88	3.49
Armstrong, Phillip W.	21.60	11.04	0.92	103.68	6.48	0.54
Arnell, George E.	32.04	9.96	0.83	128.64	4.56	0.38
Arnold, Roy O.	108.00	6.36	0.52	446.88	43.14	3.60
Atwood, Charles W.	134.40	12.24	1.02	552.24	23.64	1.97
Bailey, William P.	108.00	16.20	1.35	446.88	22.44	1.87
Baird, Donald R.	97.80	22.44	1.87	396.60	41.04	3.42
Ballard, Donald J.	32.04	8.28	0.69	128.64	22.44	1.87
Balls, Jack T.	127.20	32.16	2.68	530.04	103.32	8.61
Barker, Charles A.	97.80	8.04	0.67	396.60	19.56	1.63
Barlow, Norman	21.60	4.56	0.38	103.68	32.16	2.68
Barnes, Philip P.	108.00	16.20	1.35	446.88	19.80	1.65
Bateman, Rex W.	84.00	6.36	0.53	348.72	10.68	0.89
Beckstead, Carl J.	32.04	9.96	0.83	128.64	8.28	0.69
Bennett, John J.	108.00	11.04	0.92	446.88	16.20	1.35
Bentley, Haven F.	134.40	22.44	1.87	552.24	34.08	2.84
Bergeson, W. Harold	108.00	19.56	1.63	446.88	103.32	8.61
Bigelow, Clarence A.	127.20	68.16	5.68	530.04	103.44	8.62
Billings, Bruce L.	84.00	19.56	1.63	348.72	94.92	7.91
Bingham, Keith M.	134.40	42.84	3.57	552.24	112.08	9.34
Bird, William E.	32.04	4.56	0.38	128.64	63.72	5.31
Bishop, Douglas G.	21.00	9.96	0.83	103.68	25.56	2.13
Bond, Douglas E.	108.00	19.80	1.65	446.88	34.68	2.89
Bowan, Frank K.	127.20	21.96	1.83	530.04	112.44	9.37
Bowman, Max D.	32.04	4.56	0.38	128.64	19.80	1.65
Brady, Elson R.	97.80	11.04	0.92	396.60	76.08	6.34
Briggs, John R.	134.40	64.56	5.38	552.24	112.56	9.38
Bryant, Paul B.	84.00	9.96	0.83	348.72	16.20	1.35
Burton, Ronald W.	97.80	21.96	1.83	396.60	112.56	9.38
Bush, Silas R.	108.00	34.68	2.89	446.88	24.36	2.03
Butler, Walter E.	21.60	9.96	0.83	103.68	22.92	1.91

TEACHER'S KEY

PHASE IV

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Mr. John J. Bennett
3509 East Oak Drive
Cottonwood, ID 83522

Dear Mr. Bennett:

In a recent letter to us you stated that you had received two letters from BOP, INC., indicating an amount due of $8.64 for taxes and an amount due of $3.53 for insurance. You asked for an explanation of these additional charges and for an explanation of why you must increase your mortgage payment by $1.02 per month.

To begin with, Mr. Bennett, your mortgage payment was $166. This payment can be broken down into three major components. These components are (1) principal and interest, $118.76; (2) taxes, $37.24; and (3) insurance, $9.00.

The amount you pay for principal and interest can best be explained by noting that the portion of the $119.76 which goes toward reducing your principal is continually rising and the amount which goes for interest is continually decreasing throughout the term of your loan. Why does this happen, you might ask. The reason is because the principal balance of your loan is decreasing with each mortgage payment you make. Since you are paying a fixed amount of principal and interest, $119.76, a reduction in your principal balance means less of this fixed amount needs to go for an interest payment and so, consequently, more of the $119.76 can go toward decreasing your principal.

The amount you pay each month for taxes and insurance can perhaps best be explained this way. Uninsured mortgaged property cannot be tolerated; neither can having tax delinquent property under mortgage. In either case neither BOP, INC., nor its investors are fully protected. Because of this we have an agreement with our investors that we will pay all taxes and make all insurance payments.

In order for us to pay your taxes and insurance, we must estimate how much your taxes are going to be on your mortgaged property and how much the insurance to cover this property is going to cost. We then divide this estimation by 12 and ask that you pay one-twelfth of this total each month. In this way we hope to have enough money accumulated in a tax and insurance reserve to pay your taxes and to pay your insurance premiums when they come due.

Sometimes, however, there are unforeseen circumstances which influence the amounts that must be paid. In your case, Mr. Bennett, your taxes increased by $8.64 because the assessed valuation of your property increased when you built your new garage. As for the increase in your insurance premium of $3.53, we assume this can be attributed to either inflation or to an excess of insurance claims. There may, of course, be any number of reasons for an increase in an insurance premium .

This, then, is a breakdown of your mortgage payment and an explanation for the charges included therein.

If you desire further informatic or if we may be of further sercise to you, please do not hesitate to let us know.

Yours very truly,

Name
Vice President

lgm

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

Date

Massachusetts Mutual Life Insurance
1698 South Main
Boston, MA 30234

Attention Mr. Scott

Gentlemen:

One of the borrowers to whom we lent your invested money, a Mr. Arthur E. Barrett of Boise, Idaho, has had a heart attack. Mr. Barrett's doctors assure us that Mr. Barrett will be fully recovered in approximately six months.

Mr. Barrett has no insurance for an emergency such as this and will not be able to make his mortgage payment until he is able to work again.

If you agree, we will suspend all activity concerning Mr. Barrett's account until he is again able to make his mortgage payments. Mr Barrett realizes, of course, that an extra charge will be necessary if we allow him this privilege.

Sincerely,

Name
Vice President

lgm

VICE PRESIDENT DICTATION SITUATIONS

(1)

Mr. Keith M. Bingham of Shelley wishes to suspend his mortgage payments for three months as he wants to take a long vacation. Write Mr. Bingham a letter telling him this is all right with BOP, INC., but that he must pay an additional interest charge of 1 1/2 % a month on the unpaid balance during the time he suspends his payments. Indicate what the total interest will be for three months.

(2)

Donald R. Baird of Idaho Falls is a turkey grower. Some time ago some dogs got into his turkey pens and killed over half of his flock. Because of this he is having an extremely hard time meeting his mortgage payments. Write him a friendly letter explaining how sorry you are at his misfortune, but that he must make his mortgage payments or lose his mortgaged property. Offer to refinance his loan at an interest rate of 10%. This is an increase but explain how high interest rates are at the present time.

(3)

Write a thank you letter to investor 04. They have been very cooperative in letting you delay payments to them when they have been slow in coming in from the borrower. Assure him that the payments are paid the instant they are received.

(4)

Bruce Billins of Paris wants to take the remaining balance of his mortgage and spread the payment out over another thirty-year period. Write him a letter explaining an additional interest charge must be assessed if this is done.

(5)

James J. Bywater of Idaho Falls is interested in purchasing part interest in the Simplot Mines. In order to do this, Mr. Bywater must refinance his loan with BOP. BOP is willing to refinance his present loan. which has ten years to run, providing Mr. Bywater is willing to pay the additional interest for the twenty years that he wants and a raise in rate of 5% to 7%. Write Mr. Bywater a letter explaining the situation and make an appointment to take care of the business details if he still wants to refinance.

(6)

William E. Babcock of Rupert is a very old friend of yours: consequently he believes he can be slow in making his mortgage payments and you will never do or say anything about it. Write Mr. Babcock a letter telling him he must make his payments on time or pay a late charge. Make it very clear that business and friendship do not mix.

(7)

Howard S. Anderson, an old friend of yours, has just been made president of Anaconda Corporation in Delta. Write a letter of congratulation and gnetly remind him that he is ten days past due on his mortgage payment.

(8)

Ronald W. Burton of Howe is a turkey grower. He raises approximately twenty thousand turkeys each year. Mr. Burton has sufficient equity to enable him to borrow up to $50,000 from BOP, INC. However, he wishes to borrow money using his turkeys as collateral. Write him a letter explaining that equity of a transient nature cannot be used but that BOP will lend him up to $50,000 if he will mortgage his land and other properties.

(9)

William E. Bird of Arco is constantly making his mortgage payments with checks that the bank will not honor because he does not have sufficient funds in his account. Write Mr. Bird a letter making it very clear that if BOP receives one more bad check from him, BOP, INC., will be forced to foreclose on his mortgage and the full amount will become due immediately. If Mr. Bird is then unable to pay the full amount BOP, INC., will take over his mortgaged property and see that it is sold at public auction to the highest bidder.

(10)

Gerald C. Berg has a small loan of 3,600 from BOP, INC. He wishes to borrow an additional $17,000 to build a new home. Mr. Berg barely has the equity to cover this additional loan. Write him a letter telling him BOP is extremely reluctant to lend him this additional money because his equity barely meets minimum requirements. The real reason that BOP does not wish to lend him this money is, of course, because he is slow in his mortgage payments.

(11)

Clarence A. Bigelow of Pingree has recently become involved in some way with some very shady business operations. It is not that these business operations are illegal, but that they are not quite ethical. Write Mr. Bigelow a letter urging him to upgrade his business dealings so that people will be eager and delighted to do business with him. The reason you are writing this letter is because BOP, INC., wants to help him keep his business operating so he will be able to pay off his loan.

(12)

Mr. George Halley, 355 North 6th East, Boise, Idaho, 83702, has notified your office that he has $2,500 of his own money that he would like to invest with BOP, INC. Your assignment is to inform Mr. Halley that your Board of Directors has established a policy that you cannot accept investor accounts for less than $20,000. Most of your investors are insurance companies or investment companies. Write him a letter and explain the situation to him. You appreciate his willingness to provide funds. Above all, keep him happy.

(13)

Mr. Charles W. Atwood has today made his last payment on his mortgage. You are to write him a letter congratulating him for his fine record of prompt payments. Be sure to indicate that BOP, INC., is extremely willing to do business with him again.

(14)

Dictate a letter to a Real Estate Agent explaining why you were unable to grant a loan to Mr. John Winters. The amount of the loan requested was much more than he had equity to cover and the payments would have been too high for his ability to repay.

Mr. Henry Monroe
Agent, Mutual Loan and Investment
414 19th Street
Chicago, Illinois 94343

(15)

You are to establish clean-up procedures for the office. You may establish whatever procedures you wish, but get them set up early and placed in writing. Each member of your office is to receive a copy of your clean-up procedures which should be in memorandum form. This memorandum should be duplicated and handed out to each member of your team.

(16)

Mr. Gary Lloyd, Specialist, Office Occupations, State Department for Vocational Education, Salt Lake City, Utah, 84111, has just completed a visit to BOP, INC. Write to him and thank him for his recent visit and invite him to visit again when he can.

(17)

Dictate a memorandum requesting better use of BOP telephones. There have been too many personal calls.

(18)

You have received a letter from Mr. Jonathan Thornton, President of American Investors Insurance Company, one of BOP, INC's investors. Mr. Thornton states rather bluntly that he does not believe we are crediting his account immediately with the payments we receive, but he believes we are holding the money for a month or two and using it for our own purposes before crediting the American Investors Insurance Company account.

Respond to this letter using very firm but tactful language indicating there is no foundation for his belief. You are to explain why it sometimes takes a few days to get the proper paperwork done and mailed to his company in Chicago. The address of American Investors Insurance can be obtained from an insurance correction form.

(19)

Mr. Norman H. Beatty, 416 Michigan Avenue, Koosharem, Utah 86432, has applied for a loan from BOP, INC., however, Mr. Beatty does not have enough equity to properly secure the mortgage amount. Write him a letter explaining the situation and denying the loan.

DICTATION FOR VICE PRESIDENTS

VICE PRESIDENT

Mr. Roy P. Abernathy, of Boise, Idaho, has written BOP, INC. a letter saying he has heard that we give out credit information over the telephone to anyone who asks for it.

Write Mr. Abernathy a letter explaining that it would not be ethical for us to do this and that we give information only to legitimate credit bureaus. You should emphasize that it takes a written request of some type or some type of telephone certification before we release this information.

VICE PRESIDENT

Mr. George Q. Bench of Heyburn, Idaho, has become involved in a wage dispute between the Georgia-Pacific Gypsum plant and the United States Gypsum plant. Both of these plants are located in Heyburn and the management of both threaten to close them down rather than become involved in a strike situation. Mr. Bench, who is the principal ringleader, has just been granted a $22,400 mortgage with BOP, INC.; and, if the workers strike or the plants close down, he will lose the property he has under mortgage with us.

You are to write Mr. Bench a letter explaining the situation as you see it and telling him the danger of his present course of action.

VICE PRESIDENT

BOP, INC. had received a letter from Mr. Walter H. Allred of Glenns Ferry requesting a breakdown of his $139 mortgage payment. He is especially interested in the amount he must pay for taxes and insurance each year.

Answer his letter.

VICE PRESIDENT

Mr. Ted A. Albertson of Ucon raises turkeys. He has decided that turkeys are not his cup of tea and wishes to change to cattle. If, as he explained in his letter to BOP, INC., we will loan him $10,000 at the rate of interest of his present loan (7.25 per cent), he will mortgage his land. Mr. Albertson does not believe that he will have any trouble paying off the mortgage.

Answer his letter.

VICE PRESIDENT

BOP, INC. has received a letter from Mr. Wendall R. Alder of Montpelier requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Harvey M. Ahlstrom of Sun Valley has sent us several bad checks. This is a situation we cannot tolerate.

Write Mr. Ahlstrom a letter.

VICE PRESIDENT

Mr. George E. Arnell of Aberdeen believes he is the greatest man alive. Just last week he stormed into BOP, INC. demanding all kinds of attention and thoroughly disrupting all office workers. He stayed for over an hour and two prospective borrowers left because he was so egoistic. This is a situation BOP, INC. cannot tolerate in the future.

Write Mr. Arnell a letter concerning this problem.

VICE PRESIDENT

We have received a letter from Mr. Bruce H. Baker of Rigby requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Howard C. Anderson of Castleford has written us a letter requesting an additional loan. He presently has a loan for $22,400 and he wishes to borrow another $10,000. His total equity is around $25,000.

Answer his letter.

VICE PRESIDENT

We have received a letter from Dr. Boyd E. Baldwin of Aston requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Peter G. Ackley of Idaho Falls has written requesting an Annual Statement of his account with BOP, INC.

Write him a letter transmitting this Annual Statement and telling him how much we enjoy his business.

VICE PRESIDENT

Arco, Idaho is located near some of the best hunting and fishing in Idaho. Mr. Charles Able of Arco wishes to borrow $20,000 to build a lodge which would cater to the needs of hunters and fishermen. Mr. Able has a large holding of land near Arco and it appears that his land would answer the mortgage requirement.

Answer his letter. Mr. Able is a present BOP customer.

VICE PRESIDENT

Mr. Phillip W. Armstrong of Cottonwood has paid his last two mortgage payments with checks which the bank has returned marked insufficient funds.

Write Mr. Armstrong a letter concerning this matter.

VICE PRESIDENT

Mr. Rudolf O. Albert has written BOP, INC. asking for an appointment with one of its Vice Presidents. He has indicated that any time next week would be find with him as long as it is in the afternoon.

Answer his letter. Be sure to make your answer at least two and preferably three paragraphs in length. Mr. Albert is a customer of BOP, INC.

VICE PRESIDENT

Mr. Porter F. Angus of Inkom has written BOP, INC. requesting an interview with a Vice President. He emphasizes in his letter that he must drive a relatively large distance to get to us and requests that he be allowed a minimum of one hour with the Vice President. Mr. Angus had developed the reputation of being somewhat of a troublemaker since BOP, INC. granted him his loan. In fact, the loan would not have been granted had this come to light earlier.

Write Mr. Angus a letter answering his request.

VICE PRESIDENT

BOP, INC. has received a letter from Mr. Robert M. Abel of Pocatello, Idaho, asking for a breakdown of his loan. He specifically asked how much he was paying for principal and interest and how much of this was interest.

You are to answer his letter.

VICE PRESIDENT

Mr. Robert E. Adamson of Grace works at the Georgia Pacific Gypsum plant in Soda Springs. He has an excellent job and has always seemed to be a very reliable individual. Lately, Mr. Adamson has been making his mortgage payments in a very erratic manner. He will suddenly pay three monthly payments at once and then will not make a payment for six months. We are, of course, forced to charge him late charges when his payments are not received on time.

Write Mr. Adamson a letter asking whether there is any reason for his erratic payments and asking if there is anything we can do to help.

VICE PRESIDENT

BOP, INC. has received a letter from Mr. Charles W. Atwood of Teton requesting an early payoff figure on his loan. Mr. Atwood emphasizes that this figure should include all obligations to BOP, INC., including an early payoff fee if we charge one.

Answer his letter.

VICE PRESIDENT

Mr. Charles O. Ackerson of Blackfoot has written BOP, INC. a letter asking about the breakdown of his $120 monthly payment.

Answer his letter.

VICE PRESIDENT

Mark G. Adams of Boise has more property and more money than almost anyone in Ada County. However, Mr. Adams is very careless. He frequently makes his mortgage payments to us using checks from banks in which he does not have an account. Consequently, we are constantly forced to charge him a late charge; and we frequently have to resort to legal measures to get Mr. Adams to pay his late charge.

You are to write him a letter explaining very specifically our side of the situation and making very clear to him that we will not tolerate this situation any longer without taking more drastic action.

VICE PRESIDENT

Mr. Robert M. Addams of Springfield wishes to return to BYU and finish the work necessary to obtain his master's degree. He said in his letter to us that it would take five months.

Write Mr. Addams a letter telling him we will be more than happy to suspend payments for such a good customer as we believe he is. In order for us to do this, however, he must agree to pay the regular annual interest rate. His interest will be figured at the rate of 6.5%, the rate at which he borrowed his mortgage amount. Be sure to tell Mr. Addams how much interest he will have to pay each month while the rest of his payment is suspended. Also indicate there are taxes and insurance that must be paid whether or not he suspends payment. Taxes and insurance can be held off only so long, and he must ultimately pay them.

TELEPHONE CALL------TO POSTING AND TAX CLERK

Your name is Walter H. Allred from Glensferry, Idaho. You remember that your payment includes property taxes for the year but you thought you would be told when they were paid. You are panicked because they were due last week and you are NEVER late with taxes. If you get the response in the form of a polite explanation, calm down and ask how much the taxes were this year. Become cordial toward the end, even a little pleasant.

If you get an abrupt answer, get angry. After all, it is your good name they are destroying by not paying the taxes on time. Demand immediate action or talk to the Vice President. Really read the riot act if you aren't satisfied.

All you really want to know is how the taxes are taken care of and how much they were for the year.

TELEPHONE CALL------TO VICE PRESIDENT

You are Douglas G. Bishop.

You have just made your 21st payment and you have come into an inheritance and would like to pay off your loan. What is the balance and early pay-off fee on the mortgage? You also would like to know what the rebate is on the tax and insurance reserve accounts. Get a little upset when you find out that there is a penalty for paying off the loan early. It seems to cost you something every time you turn around.

End on a pleasant note if possible.

TELEPHONE CALL------TO RECEPTIONIST

You are Wendell R. Alder of Montpelier. You are obviously calling your bank, but have dialed the number of BOP, INC. without realizing it.

TELEPHONE CALL------TO RECEPTIONIST

You are Kenneth D. Avery of Paul and you want to know exactly how much of your payment last month went toward reducing the balance of your loan. Remember, you can be Mrs. Avery calling for your husband.

TELEPHONE CALL------TO RECEPTIONIST

You are Mr. Donald J. Ballard of Arco. You are selling your house and you want to transfer your mortgage to someone else. Is it possible? Can the payments remain the same? What is your liability after the loan changes hands?
This call will probably be transferred to someone else like the Vice President. You may suggest (after all else has failed) that the President may know something about this. If you receive no satisfaction, tell them that you will call back later.

TELEPHONE CALL------TO INSURANCE CLERK

Your name is Joseph A. Benson. You need to know the name of the insurance company which insures your mortgage. You are going to make a claim and want to make direct contact with the company itself. Make the call short and sweet.

TELEPHONE CALL------TO ANYONE IN THE OFFICE

You are a friend who lives in the same neighborhood as someone else in the office. You want a ride home from work. You may want to get a little information about where to meet. Add a little personal information and chit-chat with the call.
You are in no hurry to get off the line.

TELEPHONE CALL------TO RECEPTIONIST

You are Mr. William C. Alley. You are in town and want to come in and pay your payment. How much is it and how long will the office be open? This one should be short and sweet.

TELEPHONE CALL------TO CASHIER OR POSTING AND TAX CLERK

You are Robert D. Barber. You are making your 16th payment this month. In order that you can make an estimated income tax report, you need to know how much interest you have paid in the last 6 months. The total is all you need. Be courteous but firm. You have to have it as soon as possible. Hold the line while it is being computed unless you are told otherwise.

TELEPHONE CALL------TO INSURANCE CLERK

You are James J. Bywater. You have made arrangements with another insurance company to provide insurance for your property. You want to cancel the current insurance and receive the amount of money now being held in the insurance reserve fund. It has been nearly 12 months since the insurance has been paid so there should be 11 months reserve in the account. How much do I have in my insurance reserve?

TELEPHONE CALL------TO CASHIER

You are Carl J. Beckstead.

You have received the coupon book for Mr. Beck and would appreciate receiving the proper book so that you can make your payment. Refuse to make the payment without the booklet. It is already past due. Act a little perturbed but cool down quickly if the response is friendly.

TELEPHONE CALL------TO CASHIER

Your name is Harold M. Packer from Shelley, Idaho. In reality you are not even a borrower of BOP, INC. but you think you are. You have just purchased a new house and the real estate people told you that the mortgage would be taken out through BOP, INC. You have not received the coupon book and don't know for sure how much the monthly payment should be. Be polite but quite "thick headed."

The answer you are after is that they have no record of your loan. Play it by ear from there.

TELEPHONE CALL------TO VICE PRESIDENT

You are the chairman of the community chest drive.

Ask for the Vice President and a $500 donation to the Community Chest. Most of the up and coming businesses in town are donating this amount and you sure would like to see BOP, INC. join ranks.

Give a sales pitch on the values of the organization.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Delbert V. Allan from Hailey.

You are making your next payment and you and your wife had a friendly little "discussion" about how much interest is being paid with each payment. You told her that you would call and find out. You are making your payment of $42.00 and it is payment #233. How much interest are you paying this month? This is a friendly argument and try to fill the clerk in on the entire picture. Tell her a lot more than she needs to know. Be hard to turn off.

TELEPHONE CALL------TO INSURANCE CLERK

Your name is Brian A. Booth.

Your house was damaged yby a storm recently. You have filled out all of the forms and filed a claim. Where is the insurance clerk? Be quite abrupt and demand immediate action.

TELEPHONE CALL------TO VICE PRESIDENT

You are Heber Jones of the Beneficial Bank.

You have an appointment with the Vice President on Friday of next week at 3:00. Due to business conflicts, you must be out of town and cannot make the engagement. You will call back as soon as you return. You may be gone for several days.

TELEPHONE CALL------TO POSTING AND TAX CLERK

Robert E. Adamson from Grace, Idaho.

Have my taxes been paid? How much were my taxes last year?

TELEPHONE CALL------TO VICE PRESIDENT

You are Perry G. Ahlander.

(angry) Recently received notice that payment had increased $10 per month. Why?

TELEPHONE CALL------TO CASHIER

Victor G. Allen

Can I be late with my next payment? I have been sick, or off work, or I'm buying a car. Will there be a late charge?

TELEPHONE CALL------TO CASHIER

Wallace P. Agnew

Mailed partial payment this morning, the rest of the amount will be mailed at the end of the month. Will I have to pay a late charge?

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are the Credit Bureau.

What was the original amount of the loan for Melvin T. Adams?

How much does he pay each month?

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Harold F. Aland.

I am making out an estimated income tax form and need to know how much interest and taxes I have paid up from January 1 to June 30.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Delbert B. Allen.

(Angry) Why did my taxes increase? BOP says there is $50 deficiency in the reserve, I cannot pay that much now. Can I pay taxes for just part of the year?

TELEPHONE CALL------TO RECEPTIONIST

You are William C. Alley.

I got a parking ticket while waiting to see the Vice President, what are you going to do about it?

TELEPHONE CALL------TO VICE PRESIDENT

You are Wendell R. Alder.

Can I be fifteen days late in making my payment? Since I am notifying you, will I have to pay a late charge?

TELEPHONE CALL------TO VICE PRESIDENT

Paul G. Addisen

Because of financial difficulties, I would like to skip the next payment. Will there be an additional interest charge?

TELEPHONE CALL------TO POSTING AND TAX CLERK

Curtis F. Akerlind

How much in taxes have I paid from January 1 to September 30?

PHASE IV TELEPHONE CALLS

TELEPHONE CALL-----TO VICE PRESIDENT

You are Martin T. Akins of Chester and you have your home mortgaged by BOP, INC. You want to trade homes with an individual from Ephraim but must have BOP's approval because the mortgage must be transferred. You wrote BOP a letter concerning this a short time ago, but have not as yet received an answer. If the letter has been answered, you will want the letter read to you over the telephone. Remember, you can be Mrs. Akins calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Melvin T. Adams of Boise and BOP, INC., keeps getting you mixed up with a Mark G. Adams. You are returning all the papers you have received for Mark G. Adams, but you do not know your mortgage payment amount. You also want to know how much of this monthly payment if for insurance. Remember, you can be Mrs. Adams calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are William J. Andrew of Rexburg and you want to know how much insurance BOP, INC., requires on each of its loans. Remember, you can be Mrs. Andrew calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Wallace P. Agnew of Pocatello, Bannock County, and you wish to know how much you paid in taxes last year. Remember, you can be Mrs. Agnew calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Howard C. Anderson of Castleford and you are trying, without giving your name, to find out what BOP, INC., thinks of your payment habits. You are thinking about borrowing some more money and want to know where you stand.

Remember you can be Mrs. Anderson calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are William G. Abney of Boise and you wish to make an appointment to clarify one of your loan documents. You do not believe you have been getting a fair share. Remember, you can call as Mrs. Abney.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Charles Able of Arco and you cannot understand why your mortgage property must be insured. If you didn't have to pay a certain amount each month for insurance you would have $10.60 more money for yourself. Remember, you can call as Mrs. Able.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are F. Blaine Abraham of Declo and you have hit it lucky in the stock market. You wish to make an appointment with the Vice President so you can get all your obligations to BOP, INC., cleared up. Remember, you can call as Mrs. Abraham.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Howard C. Anderson of Castleford and you would like to make an appointment with a Vice President so you can fill out another loan application. You do not believe you filled out your original application correctly.

TELEPHONE CALL-----TO RECEPTIONIST

You are Harvey M. Ahlstrom of Sun Valley and you have recently been having trouble making your checkbook balance. You are calling BOP, INC., to see if BOP will hold up on cashing your check you have just sent them. This call should be transferred to the Vice President. Remember, you can call as Mrs. Ahlstrom for your husband.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Robert M. Addams of Springfield and you wish to know if your letter concerning your returning to BYU to get a master's degree has been answered. If your letter has been answered, you wish to have the answer read to you over the telephone because you have not as yet received it. Remember, you can be Mrs. Addams calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Ted A. Albertson of Ucon and you would like to know how much of your mortgage payment goes for insurance. Remember, you can be Mrs. Albertson calling for your husband. Answer is $1.80.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Perry G. Ahlander of Idaho Falls and you wish to know how much your insurance coverage is and how much you pay each month for insurance. Remember, you can be Mrs. Ahlander calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Roy A. Arnold, locally known as "The Baron of Mayfield," and you recently wrote a letter to BOP, INC., concerning a loan to build an air strip and lodge to cater to the very wealthy. You have not as yet received a reply. If a reply has been made, you would like the letter read over the telephone to you. Remember, you can be the Baroness of Mayfield calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Henry L. Abernathy of Idaho Falls, Bonneville County, and you want to knowhhow much the taxes were on your mortgaged property. Remember, you can be Mrs. Abernathy calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Reese A. Allsop of Boise and you want to know who the insurance company is that insured your mortgaged property. You want to contact them personally.

Remember, you can be Mrs. Allsop calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Robert E. Adamson of Grace and you want to know if you can make your payments in a rather erratic manner. You want to make three monthly payments, then six months later make three monthly payments. You believe the early payments will make up for the late ones and it will balance out. Remember, you can be Mrs. Adamson and call for your husband.

TELEPHONE CALL-----TO RECEPTIONIST

You are Charles D. Ackerson of Blackfoot and you wrote a letter to BOP, INC., requesting a breakdown of your monthly payment which is $120. You have not yet received an answer to your letter and you are wondering why, because you need to know the information for a business deal you are involved in at the moment. Remember, you can call as Mrs. Ackerson.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Mr. Howard F. Aland of Arimo and you would like to make an appointment with the Vice President to talk over some of your mortgage documents.

You do not understand all the clauses in your agreement.

Remember, you can call as Mrs. Aland making an appointment for your husband.

TELEPHONE CALL-----TO CASHIER

You are William C. Alley of New Meadows and you have noticed in the Welcome Letter you received that it was all right to contact BOP, INC., whenever you had a question. You are wondering if this is correct and, if it is, you would like to know how much interest you paid on Payment 127. Remember, you can call as Mrs. Alley calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Clifton A. Abbott of Shelley and you are curious as to whether BOP, INC., will allow chattel mortgages. Remember, you can be Mrs. Abbott calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Peter G. Ackley of Idaho Falls and you wrote BOP, INC. a letter requesting an Annual Statement. You have not yet received your Annual Statement and you are getting disgusted.
Remember, you can call as Mrs. Ackley.

TELEPHONE CALL-----TO CASHIER

You are Gary R. Albee of Idaho Falls and you wish to know the name of your investor as you wish to contact the company personally. Remember, you can be Mrs. Albee calling for your husband.

TELEPHONE CALL------TO RECEPTIONIST

You are Daniel R. Alsop of American Falls and you would like to know if BOP, INC. will accept a chattle mortgage. You have a large number of sheep you would like to mortgage to build a new home for yourself. Remember you can be Mrs. Alsop calling for your husband.

TELEPHONE CALL------TO ANY POSITION

You are a real good friend of the person you are calling. You have some extra time from your work and just want to chat for a while. Be a little persistent and refuse to hang up. You have nothing to do and want to kill a little time. You may want to talk about a date or what you are going to do this evening, etc. Try to keep the person from getting back on the job.

TELEPHONE CALL------TO INSURANCE CLERK

You are Charles Able. You are investigating the possibility of changing insurance companies and want to know how much you pay into your insurance reserve each month and how much it totals each year. This should be treated as a routine call by both you and by BOP, INC. Get the information as quickly as possible. You are in a big hurry.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Richard M. Addams. You need one simple answer from this clerk. What is the total yearly tax reserve for your property. Make the call very brief and to the point.

TELEPHONE CALL------TO CASHIER

You are Clifford Adair of Arco and you wrote to BOP, INC. requesting a comprehensive breakdown of your $42 mortgage payment. You have not as yet received an answer.

Remember, you can be Mrs. Adair calling for your husband.

TELEPHONE CALL------TO EXECUTIVE SECRETARY

You are Paul A. Ackman of Payette and you have an insurance claim a couple of months ago but the insurance company claims you do not have a policy with their company. You wish to make an appointment with the Vice President to clarify the situation.

Remember, you can be Mrs. Ackman calling for your husband.

TELEPHONE CALL------TO CASHIER

You are Roy P. Abernathy of Boise and you wish to know how much you still must pay back. In other words, you wish to know the balance of your loan.

Remember, you can be Mrs. Abernathy calling for your husband.

TELEPHONE CALL------TO CASHIER

You are Charles W. Atwood of Teton and you cannot remember if you made your mortgage payment last month.

Remember, you can be Mrs. Atwood calling for your husband.

TELEPHONE CALL------TO INSURANCE CLERK

Your name is Mr. Kimball (don't give first name unless you are asked specifically for it. Use George if you need it.) You are an insurance auditor for the Beehive Insurance Company and your job is to check policy holders to see that their property is what they say it is. You have been checking a Mr. Robert A. Bennion as you have heard that he is using his basement for producing fire crackers which is against the rules of the insurance policy. You want the insurance clerk to call Mr. Bennion and ask him if this is true. If it is true, the insurance rate will have to be raised to compensate for the increased risk. After the insurance clerk has called Mr. Bennion, he is to call you back and report on the findings. THIS IS A VERY VITAL MATTER AND IS TO BE HANDLED IMMEDIATELY OR THE INSURANCE WILL BE TERMINATED. When the insurance clerk calls for Mr. Bennion, deny that you are making fire crackers. Let a hint slip that you are lying and play it by ear from there. You may even change your story if you get caught in your lie.

TELEPHONE CALL------TO RECEPTIONIST

As soon as the receptionist answers the phone begin your conversation by saying "I have lost my coupon." Act frantic because your husband told you to pay the bills just before he left town. He will be out of town for four weeks and will skin you alive if he returns and finds that you haven't paid the mortgage. You are Mrs. Joseph Benson and your payment is around $155 or so. BUT DO NOT VOLUNTEER EITHER. Make the receptionist beg you for that information. Be rattled during the entire conversation and keep repeating that you have lost your coupon. GOOD LUCK!

TELEPHONE CALL------TO VICE PRESIDENT

You are Carl M. Ames of Oakley and you would like an appointment with the Vice President so you can talk over some clauses you don't understand in your mortgage contract. Specifically, you do not understand the early payoff fee.

Remember you can be Mrs. Ames.

TELEPHONE CALL------TO CASHIER

You are Howard C. Anderson of Castleford and you are trying, without giving your name, to find out what BOP, INC., thinks of your payment habits. You are thinking about borrowing some more money and want to know where you stand.

Remember you can be Mrs. Anderson calling for your husband.

TELEPHONE CALL------TO VICE PRESIDENT

You are William G. Abney of Boise and you wish to make an appointment to clarify one of your loan documents. You do not believe you have been getting a fair share.

Remember you can call as Mrs. Abney.

TELEPHONE CALL------TO CASHIER

You are Porter F. Angus of Inkom and you want to know who your investor is so you can contact the company personally.

Remember you can be Mrs. Angus calling for your husband.

TELEPHONE CALL------TO CASHIER

You are Thayne G. Abrams of Firth and you recently wrote a letter to BOP, INC. requesting BOP to refinance your loan. You have not heard from anyone as yet on this request so you are calling to see why you have not heard.

Remember, you can call as Mrs. Abrams.

TELEPHONE CALL------TO RECEPTIONIST

Begin your call by asking "Is this the BOP Insurance Company?"

If the answer is yes, ask how you go about getting car insurance on your new Red Firebird Pontiac Convertible. If the answer states that this is a mortgage company and not an insurance company, cordially conclude your call by apologizing for getting the wrong number.

Follow through with the conversation until the receptionist realizes that this is the wrong number.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Curtis F. Ackerlind of Blackfoot and you wish to know how much you pay annually for taxes and insurance.

Remember, you can be Mrs. Ackerlind calling for your husband.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Rudolf D. Albert of Paris and you wish to know the interest rate you are paying on your mortgage amount.

Remember you can call as Mrs. Albert for your husband.

TELEPHONE CALL------TO EXECUTIVE SECRETARY

You are Mr. Fobert H. Abel of Pocatello. About a week ago you wrote a letter to BOP, INC. requesting a breakdown of your loan payment. You have not received an answer as yet and you are wondering if the letter has been answered.

Remember, you can be Mrs. Abel.

TELEPHONE CALL------TO EXECUTIVE SECRETARY

You are Victor G. Allen and you recently wrote a letter to BOP, INC. asking for additional loan so you could build an eating establishment at Cove Fort. You would like to know if the letter has been answered and, if it has, you would like the letter read to you over the telephone.

Remember, you can be Mrs. Allen calling for your husband.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are W. Russell Andreason of Glens Ferry and you are concerned that the two gypsum plants in Sigurd will raise your taxes. You want to know whether BOP, INC. has any knowledge concerning a raise in taxes.

Remember, you can be Mr. Andreason calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are James R. Anthony of Aberdeen and you want to know how much interest you have paid in the last six months. You also want to know at what interest rate you borrowed your money.

Remember you can be Mrs. Anthony calling for your husband.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are George E. Arnell of Aberdeen and you wish to know if BOP, INC. has any other Arnells as customer.

Remember, you can call as Mrs. Arnell.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Walter H. Allred of Glens Ferry, and you are wondering if a mistake has been made. In talking to your County Assessor you find he says you paid over $500 in taxes last year. Your assessor says he is sure you did not pay over $325 in taxes. According to your Annual Statement received from BOP, INC. you paid $306.60 in taxes. You are wondering who is right.

Remember you can be Mrs. Allred calling for your husband.

TELEPHONE CALL------TO POSTING AND TAX CLERK

You are Mark G. Adams of Blackfoot and you are very wealthy. You wish to know how much of your monthly mortgage payment goes for taxes. You also wish to know how much in taxes you paid last year.

Remember you can be Mrs. Adams calling for your husband.

TELEPHONE CALL------TO CASHIER

You are Paul G. Addison of Rexburg and you have not received an answer to your letter requesting information. You want to know how much interest you have paid in the last 12 months.

Remember, you can be Mrs. Addison calling for your husband.

SUGGESTED RUSH JOBS FOR USE IN PHASE IV
OF THE
BOP SIMULATION

PROCEDURES FOR RUSH JOBS

1. Clear your desk so you can work through the rush job as efficiently as possible.

2. Answer your telephone as you would during the regular day and respond as quickly as possible. Get back to the rush job immediately.

3. Quit working on the rush job when you are told to do so. If you finish the job before you are asked to stop, hand carry it to the President.
   DO NOT INCLUDE THE RUSH JOB WORK WITH THE REGULAR DAY'S WORK.

4. The rush job will last for one-half hour (30 minutes).

TEACHER'S NOTE: THIS SHEET SHOULD ACCOMPANY ALL RUSH JOBS.

VICE PRESIDENT RUSH JOB
TEAM 1

1. You are to complete a payroll. The amounts to be paid are as follows:

Vice President	$800
Executive Secretary	600
Receptionist/ Administrative Assistant	525
Cashier	450
Posting and Tax Clerk	410
Insurance Clerk	390

2. You are to compute an early payoff for William J. Andrew as of payment #13.
3. You are to compute an annual Statement as of April 15 for William J. Andrews.

VICE PRESIDENT RUSH JOB
TEAM 2

1. You are to complete a payroll. The amounts to be paid are as follows:

Vice President	$800
Executive Secretary	550
Receptionist/ Administrative Assistant	475
Cashier	400
Posting and Tax Clerk	360
Insurance Clerk	310

2. Compute an early payoff for Silas R. Bush as of payment number 33.
3. Compute an annual Statement as of April 15 for Silas R. Bush.

EXECUTIVE SECRETARY RUSH JOB

1. You have five letters to type. Three must be transcribed from the enclosed tape, and two must be typed from the attached rough draft. Be sure to make a carbon copy of each letter.

(ROUGH COPY)

Mr. Roger Nelson, President, The State Insurance Company,
Salt Lake City, Utah 84112

Dear Mr. Nelson, Many of the employees in our company have expressed the desire to have a plan for group insurance explained to them in detail. We should like to develop more interest in this subject. We find, however, that insurance must be thoroughly understood by one before he can explain group insurance to the employees in our firm. None of us has the up-to-the-minute information that we should have to make such a talk.

Would it be possible to arrange to have a representative of your company come to our office next Wednesday and explain the subject to our employees.

Very truly yours,

Business Consultants, Inc.
2392 Michigan Boulevard, Chicago, Illinois 60601

Thank you for your recent request to meet with me to plan a possible study of our office layout policies. I appreciate your interest, but I do not feel that we need your services at this time.

Being a new organization, we consulted with a firm from Los Angeles when we set up our office. We are very pleased with the present layout, and we do not expect to make any changes in the near future.

If we should ever decide our office layout needs to be improved, we will contact you.

Very truly yours,

EXECUTIVE SECRETARY RUSH JOBS
(continued)

Transcription letters (to be put on transcription belts)

Mr. John Wilson
285 Brentwood Road
Ogden, Utah 84401

Dear Mr. Wilson:

You are one of five applicants selected from more than forty for whom we are granting personal interviews. Your fine application letter and well-organized data sheet made a good impression. I wish more young people realized the importance of these two items when applying for a job.

Please call our receptionist and arrange for an interview with .me within the next two weeks. I look forward to this opportunity to talk with you.

Very truly yours,

Dr. Roy Thomas, President
Stevens Business College
Becker Drive Los Angeles, California 90012

Dear Doctor Thomas:

I regret that I will be unable to speak at your conference on June 10. I will be out of town that week on a business trip.

I have always enjoyed participating in your conferences, and I wish you success in this year's meeting. If I can be of service at a later date, please let me know.

Sincerely yours,

EXECUTIVE SECRETARY RUSH JOB
(continued)

Transcription letters (to be put on transcription belts)

Mr. Alan Sessions
Chairman, Heart Fund
25 South Temple Avenue
Salt Lake City, Utah 84112

When you telephoned this morning, you asked me to send you the names of all volunteers from my area. We have just five working at the present time. The names of these volunteers are given below:

Ben Carver
Frank Curtis
Ann Hadley
Louise Otto
Paul Roberts

We are having our second meeting next Monday, and I plan to distribute the information sheets and materials that I received at the district meeting. You should receive the first contributions in about two weeks.

We are looking forward to a successful campaign.

Sincerely yours,

ADMINISTRATIVE ASSISTANT RUSH JOB

TEACHER'S NOTE: THIS RUSH JOB MAY BE COMBINED WITH RECEPTIONIST RUSH JOB.

1. Space these calls so that they are at least five minutes apart.

2. Each Executive Secretary is to receive one call.

3. Each Posting and Tax Clerk is to receive two calls. The first two calls for the Posting and Tax Clerk should go to one person and the second two calls should go to the other Posting and Tax Clerk.

4. Make these calls as you normally would. Be sure to make out an Activity Log Sheet and evaluate each call.

TELEPHONE CALL TO EXECUTIVE SECRETARY

You are Mr. or Mrs. Clifton A. Abbott. You recently received a letter from BOP, INC. telling you that you did not have enough money in your tax reserve to pay your taxes. The letter requested you send a check for the additional amount. You have lost the letter and cannot remember the amount. Ask the Executive Secretary to check the files to find the amount.

Answer: $36.00

TELEPHONE CALL TO EXECUTIVE SECRETARY

You are Mr. or Mrs. Reese A. Allsop. You recently received a letter from BOP, INC. telling you that you did not have enough money in your tax reserve to pay your taxes. The letter requested you send a check for the additional amount. Ask the Executive Secretary to check the files to find the amount.

Answer: $103.32

TELEPHONE CALLS TO POSTING AND TAX CLERK

You are Mr. and Mrs. Gerald C. Berg, and you wish to know how much your monthly payment to BOP, INC. is.

Answer: $35

You are Mr. or Mrs. Keith M. Bingham, and you wish to know what portion of your monthly payment goes into your tax reserve.

Answer: $46.02

You are Mr. or Mrs. Walter H. Allred, and you wish to know how much your monthly payment to BOP, INC. is.

Answer $139

You are Mr. or Mrs. Delbert V. Allan, and you wish to know what portion of your monthly payment goes into your tax reserve.

Anserr: $10.72

RECEPTIONIST RUSH JOB

TEACHER'S NOTE: THIS RUSH JOB MAY BE COMBINED WITH THE ADMINISTRATIVE ASSISTANT RUSH JOB.

1. Type final copies of the two rough drafts attached to this sheet. Be sure to make a carbon copy.
2. Make additional corrections as necessary.
3. Write a letter to the president asking for a raise in pay. Be sure to justify your request. Also, be sure to make a carbon copy.

Mr. James Short, 457 Central Avenue, Phoenix, Arizona 85004

Dear Jim, I don't know whether Walter Youse, president of the Phoenix chapter has contacted you or not about the poll being taken by the planning Committee. In case he has not, I am enclosing a pamphlet that explains. the overall plan and details our part in it.

Since you served with us on the original committee, will you serve with us again this year. We continue to need your help and advice on this important matter.

Walt would like to have our part of the survey completed by the first of August. I believe that we can do this since we have already outlined what we plan to do in order to cover the subject.

Our next meeting will be held at Newhouse's on April 7 at 7:30 p.m.
A second meeting will be held on April 15--same time and place.
See you there!

Very truly yours,

CASHIER RUSH JOB

1. You are to post the attached coupons to the proper Investor's Ledgers.
2. You are to complete a Daily Summary and Recap as you post to the Investor's Ledgers.
3. You are to send a Welcome Letter and Payment Facts Sheet to the borrower making his first payment.
4. A sample Welcome Letter is in your manual.

CASHIER RUSH JOB

1. Several bad checks (checks which were returned by the bank because the drawer did not have sufficient funds in his account to cover the check) have been returned to BOP, INC.

2. When BOP, INC. makes a bank deposit, a portion of the deposit goes to each Investor's account. How much each Investor receives is determined by the Daily Summary and Recap amounts. Because the tracing of an individual check to a particular Investor's account would be very difficult, BOP, INC. upon receipt of a bad check immediately makes out a check to the First Sincerity Bank of Idaho (this is where BOP, INC. maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check.

3. You should make out a check to the First Sincerity Bank of Idaho for the total of the bad checks you have received.

4. You should write a letter to each individual who is responsible for a bad check telling him he must make the check good within a few days.

5. A sample Bad Check Letter is in your student's manual.

TEAM 1

TEACHER'S NOTE: You should attach a bad check to the Cashier's Rush Job at this point. The check should be written out to BOP, INC. for $35 by Gerald C. Berg. The check should be marked Insufficient Funds.

TEAM 2

TEACHER'S NOTE: You should attach a bad check to the Cashier's Rush Job at this point. The check should be written out to BOP, INC. for $120 by Norman E. Bishoff. The check should be marked Insufficient Funds.

POSTING AND TAX CLERK RUSH JOB

1. BOP, INC. has an agreement with each Investor that we will pay the taxes on all mortgaged property. Therefore, each borrower must pay a certain amount each month for taxes to BOP, INC.; and this amount is set aside to pay the taxes on that borrower's mortgaged property. To find the amount of taxes on each piece of mortgaged property, the Posting and Tax Clerk sends the original of the Loan Card to the county assessor of the county where the property is located. The county assessor writes the amount of taxes due for that property on the back of the loan card and returns it to BOP, INC. If the borrower has paid enough money into his tax reserve, BOP, INC. then pays the taxes on the mortgaged property. More money must be requested if the borrower has not paid an amount sufficient to cover the taxes due.

2. You should type a letter requesting the tax assessment for each borrower listed on the attached sheet.

3. Only one letter needs to be sent to each county assessor requesting the tax assessment even though there is more than one Loan Card for that county.

4. A sample Tax Request Letter and the names and addresses of each county assessor are found in the Student's Manual.

5. To find the enclosure(s) (Loan Cards) for each letter, you must go to your Loan Card File which is filed first by county and then alphabetically by name within that county. The original of the Loan Card should be enclosed with the letter and the duplicate should be left in the Loan Card File.

6. Upon completion of this task sheet, begin immediately with the next task sheet using the loan cards you have retrieved from the file.

TEAM 1

Tax Notices Due	County
Douglas E. Bond	Power
Phillip W. Armstrong	Idaho

TEAM 2

Tax Notices Due	County
Donald J. Ballard	Butte
Alden M. Brown	Bingham

POSTING AND TAX CLERK RUSH JOB

1. Each county assessor has written the tax assessment (the taxes due) on the back of each Loan Card and returned it to BOP, INC.

2. You should check the tax assessment against the tax reserve amount for each borrower. The yearly tax reserve can be found by multiplying the amount of the monthly tax payment (found on the borrower's ledger by 12.

3. You should pay the taxes for each borrower with sufficient money in his tax reserve. You do this by having the Receptionist write a check to the appropriate county assessor and enclosing this check with a letter of transmittal. Only one check needs to be sent to each county assessor to cover all the borrowers in that county.

4. You should type a letter of transmittal to transmit the check to the appropriate county assessor. The check should accompany the letter of transmittal when it goes to the Vice President for signature. A sample letter of transmittal and the names and addresses of each county assessor are in your student's manual.

6. Be certain the Loan Cards are refiled when you are finished working with them.

INSURANCE CLERK RUSH JOB

1. All insurance policies received by BOP, INC. must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

2. By using your Master Customer List you can determine whether these three things on each policy are correct.

3. You should fill out an Insurance Correction Form on each incorrect policy.

4. You should write a Premium Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Premium Letter is found in your Student's Manual.

TEACHER'S NOTE: PREPARE A SET FOR EACH TEAM.

Policy No.: 05-038

Insuree: American Western Life Insurance

Insured: Paul G. Addison, 353 South 1100 East, Rexburg, Idaho 83440

Property Description: Lot 2 Block 18 Sunrise Heights, Extension #9, Rexburg, Idaho

Amount of Coverage: $14,000

Effective Dates of Policy: November 1, 1969 to November 1, 1972

Cost of Coverage: $84.00

INSURANCE CLERK RUSH JOB

1. BOP, INC. has an obligation to its investors to keep all mortgaged property adequately insured.

2. Sometimes a borrower does not respond to a request for additional insurance funds as rapidly as BOP, INC. would like. When this happens, BOP, INC. usually receives a Policy Cancellation Notice from the insurance company indicating a policy is about to expire because of nonpayment of premium.

3. A Policy Cancellation Letter must then be sent to the borrower indicating that action will be taken if he does not send the additional amount necessary to pay the premium. A sample Policy Cancellation Letter is in your Student's Manual.

4. You are to send a Policy Cancellation Letter to each borrower identified by a Policy Cancellation Notice.

5. The loan number and policy number are identical.

POLICY CANCELLATION NOTICE
TEAM 1

BOP, INC.
Career Avenue
Going Places, Idaho 83221

Gentlemen:

Subject: Insurance Policy No. 03-006

Subject policy will be cancelled on October 1 if renewal premium is not received.

Present coverage is effective until end of thirty-day grace period.

Sincerely,

John Jones
Premium Clerk

jal

INSURANCE CLERK RUSH JOB

1. On the accompanying sheet you will find the names of borrowers for whom you are to renew insurance policies.

2. You should check the cost of renewal against the insurance reserve amount for each borrower. The yearly insurance reserve can be found by multiplying the amount of the monthly insurance payment (found either in your Master Customer List or on the Borrower's Ledger) by 12.

3. If the insurance reserve is sufficient to cover the amount of the premium, you should have the Receptionist write a check to the appropriate insurance company. Only one check covering the insurance for all borrowers whose premiums are due needs to be sent to each company.

4. You should type a letter of transmittal to transmit the check to the appropriate insurance company. The check should accompany the letter of transmittal when it goes to the Vice President for signature. A sample letter of transmittal and the names and addresses of each insurance company are in your Student's Manual.

5. If the insurance reserve is insufficient to cover the insurance amount for a particular borrower, you should type a letter to that borrower asking for additional funds. A sample letter is in your manual.

TEAM 1

Insurance Policy Renewals	Cost of Renewal	Policy No.
Max D. Bowman	$ 32.04	02-023
Alden M. Brown	137.05	11-059

TEAM 2

Insurance Policy Renewals	Cost of Renewal	Policy No.
Elson R. Brady	$ 90.00	04-093
John R. Briggs	154.70	03-056

INSURANCE CLERK RUSH JOB
(continued)

Policy No: 09-080

Insuree: California Western Life Insurance

Insured: Clifford Adair, 1457 Van Buren Avenue, Arco, Idaho 83213

Property Description: Lot 16 Block 5 Sunset Road, Development #7, Arco, Idaho 83213

Amount of Coverage: $4,300.00

Effective Dates of Policy: October 15, 1969 to October 15, 1972

Cost of Coverage: $32.04

Policy No: 11-066

Insuree: Farmers Insurance Group

Insured: F. Blaine Abraham, 2910 Cascade Way, Declo, Idaho 83323

Property Description: Lot 2 Block 12 Sunset Road, Addition #4, Declo, Idaho 83323

Amount of Coverage: $18,000

Effective Dates of Policy: October 1, 1969 to October 1, 1971

Cost of Coverage: $108.00

POLICY CANCELLATION NOTICE
TEAM 2

BOP, INC.
Career Avenue
Going Places, Idaho

Gentlemen:

Subject: Insurance Policy No. 06-029

Subject policy will be cancelled on September 1 if renewal premium is not received.

Present coverage is effective until end of thirty-day grace period.

Sincerely,

John Jones
Premium Clerk

jal

SAMPLE QUESTIONS FOR TEACHERS TO ASK DURING INTERVIEW

1. What are your plans for the future?
2. What grades are you getting in school?
3. What courses do you enjoy most in school?
4. What courses do you dislike the most in school?
5. What are some of your hobbies?
6. Do you belong to any clubs?
7. How did you become interested in our firm?
8. What makes you think you will like this type of work?
9. Do you own an automobile?
10. Do you feel that you get along well with people? Why?
11. What type of work have you done in the past? What company?
12. Do you get along well with your parents? Brothers and sisters?
13. How many in your family?
14. What is the condition of your health? How much school have you missed?
15. What would you expect for a starting salary?
16. Do you think you can satisfactorily perform this job?
17. When can you start work?

INTERVIEWERS CHECK LIST

1. What was your first impression of the applicant with respect to his general appearance and manner?

2. What was your opinion of the applicant's attitude?

   Eaceptionally good_____ Above average_____ Average_____ Poor_____

3. Did the applicant appear as though he would

   Cooperate well with others_____ Be non-cooperative_____

4. What was your opinion of his temperament?

   Emotions well controlled_____ Average disposition_____

   Somewhat excitable_____ Inclined to be irritable_____

5. What was your impression with respect to his general integrity and character?

6. Did the applicant's general physical condition and stature appear to meet the requirements of the trade?

   Extremely well fitted from a physical standpoint_____

   Normal physical fitness_____ Questionable_____.

   Unfit due to definite physical handicap_____

7. Did your overall impression of the applicant during the course of the interview

   Improve_____ Remain the same_____ Change unfavorably_____

8. General comments:

PERSONAL INTERVIEW FORM

QUALITY	HIGHLY ACCEPTABLE	ACCEPTABLE	DOUBTFUL	NOT ACCEPTABLE & WHY
Personal appearance				
Poise (self confidence)				
Speech (tone and grammar)				
Personality				
Attitude				
Ability to make decisions*				
Social courtesies				
Acceptance of policies*				
Mannerisms				

BOP, INC.

CAREER AVENUE
GOING PLACES, IDAHO

EVALUATION SHEET

SELF EVALUATION:

1. How do you react to stressfull situations?
2. How do you react to undue criticism?
3. How do you react to praise?
4. How do you react to constructive criticism?
5. How do you react to restrictions of dress, specific hours, limited released time, overtime work loads?
6. How do you react to peers evaluating you?
7. How do react to evaluating yourself?
8. When on the job, how do you react to friction between employees, employer or friction from the outside world?
9. Any general comments that you found our about yourself while working in BOP?

BOP, INC. EVALUATION

1. List weakness of the program.
2. List strenghts of the program.
3. List your recommended changes.
4. As an employee, what type of work did you find interested you the most? (Be specific.) What type of work interested you the least?
5. After being employed in BOP, INC., for a limited amount of time have you come up with any specific ideas as to:
   a. Would you work in an office full time
   b. You would not work in an office full or part time
   c. You are still undecided about what you want to do.

Three Year Summary of Objectives Numbers 1 thru 7 of the Bingham County Career Education Project

OBJECTIVE I: Sixty percent of students in grades K-3 will have become aware of self and others and aware of the world of work. This will include having esteem for self and others and being able to distinguish between careers in the goods and service clusters.

For Objective I, a three year summary suggests the following:

1. That students in grades K-3 were exposed to numerous career education concepts and activities. The primary goal of Objective I was to expose at least 60% of K-3 grade level students to career education. It can reasonably be stated that over the three year period of this project more than 60% of the students were exposed to career education concepts. It should be noted that such schools as Aberdeen, Stoddard, and Stalker exposed nearly 100% of their K-3 students to career education concepts. These efforts far exceeded those requirements set forth in the first objective of the BCCEP. Career education activities consisted of self awareness exercises, career awareness exercises, career resources, and field trips.
2. That students didn't make significant gains in knowledge about career information and data, but that some positive gains were identified. Students did become more aware of various types of jobs, including those of goods producing and service producing. Students were also exposed to the concept of job clusters.

OBJECTIVE II: Sixty percent of students in grades 4-6 will have developed self awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes, and work values.

For Objective II, a three year summary suggests the following:

1. Approximately 15 elementary schools eventually participated in the BCCEP. More than 60% of grade 4-6 level students eventually participated in the project through a wide variety of career education activities and concepts including field trips, career awareness and self awareness activities, and exercises designed to help students perceive the relationships among school, career interests, career values, and the world of work. Many activities were integrated into the regular school curriculum and focused on the DUSO Kit and TAD Kit.
2. The 4-6 grade level students did make some positive gains in the area of career knowledge about careers and jobs, but they were not significant. Students were able to demonstrate their understanding about the relationship among interests, values, school, and the world of work, even though a relatively few were not able to define the terms interests and values.
3. That 4-6 grade level teachers used mini grants to develop building career education plans and used seed monies to do career education in the regular classroom through the regular curriculum.

OBJECTIVE III: Sixty percent (60%) of junior high school students will explore careers, explore self, make some tentative decisions about self and careers, and participate in further exploration of careers or career clusters.

Activity/Concept under Evaluation:

1. 60% of junior high school students will explore self and career fields.

THREE YEAR FINDINGS: This objective underwent considerable change over the three year period. Initially, the thrust was toward participation in mini-units. Little was mentioned about self-exploration. As the program unfolded, this objective became one of the most prominent and promising for the program. Data from all three yearly final reports suggest that this objective was met by the project. Whereas percentages of students involved and grades in school of students involved varied year by year, overall, students were involved in exploration of self and career fields to the criterion set.

2. 60% of junior high school students will make tentative career decisions.

THREE YEAR FINDINGS: Over the three year period information gathered from the junior high schools which remained with the program indicates that for these four schools taken together fifty percent (50%) of the students made tentative career decisions as compared to the sixty percent (60%) criterion.

3. By August 15, 1975, 60% of junior high school teachers and administrators will have participated in a career exploration workshop. At the close of the workshop teachers will have developed a plan for integrating career exploration activities into their curriculum. Also, at the close of the workshop each principal and building coordinator will have jointly developed a "School Career Education Plan (SCEP)". The plan will consist of:

a. Program outcomes and career activities applicable to students in the school,

b. A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to their section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

The school plan will provide for student participation in each of the following:

1. self-awareness activities designed to assist students in self assessment.
2. in-depth exploration of a self-selected career or career cluster.
3. hands-on exploration experience.
4. involvement with community (business-industry-government or labor) in learning about various careers.
5. career exploration information and activities provided by the teacher in the classroom setting.

THREE YEAR FINDINGS: For each of the three project years, a workshop was held for teachers, building coordinators, counselors, and administrators involved with implementation of the program in their respective schools. In general, it can be said the workshops were well received and eventuated in participant output consistent with the objective. In every instance, some participant output was late in being submitted. Nonetheless, mini-courses, building plans, alternatives to conventional graduation requirements, etc. did materialize. The ultimate success of these workshops is reflected in item 5.

c. School guidance personnel will assist teachers in the development of the activities for self-assessment and selection of a career or career cluster for in-depth exploration.

THREE YEAR FINDINGS: In the opinion of teachers, counselors did not assist them to the degree they required. This seemed to be less in evidence where the counselor served as building coordinator. Moreover, it is the observation of the evaluation team that much activity by counselors regarding the project and teacher welfare within the project was conducted independent of teacher scrutiny, and,therefore,would remain low profile in its impact. Generally, it is safe to assert that counselors efforts did assist teachers, but perhaps not as much as teachers would have wished.

d. During the workshop the school administrator and the building career coordinator with assistance of teachers may develop a mini-grant proposal to assist in the achievement of the above stated objective and the procedure-products.

Mini-grant construction and success relates only to the final project year. Mini-grants were constructed, implemented, and, in general, successfully carried out.

e. At the close of the workshop, junior high teachers will demonstrate a positive attitude toward career education concepts.

THREE YEAR FINDINGS: Overall, it can be said that after every workshop, teachers did react positively to the workshop and to career education concepts. Attitudes did appear to become less positive toward the workshops, themselves, over the three year period due to what appeared to participants to be redundancy in the programs offered. Nonetheless, positive attitude toward career concepts, per se, did not appear to diminish over the course of the project.

4. By May 20, 1976, 90% of junior high teachers will have participated in at least three career education inservice sessions held during the school year.

THREE YEAR FINDINGS: Involvement in inservice sessions seemed, over the three year period, to decline. During the first year of the program, much activity was expended by teachers in construction of career oriented materials, and this was accomplished on-site. These, and other activities, could be seen to meet inservice requisites for the first year; but, second year findings suggest a decline in school participation in attempting to meet what, at that time, was a seven session criterion. The third year found three of the junior high schools meeting the three session goal, with one junior high having no inservice sessions. This would imply a seventy-five percent (75%) success rate. It seemed that schools at the junior high level were left pretty much to their own devices in meeting the inservice objective. Some took the responsibility and succeeded; others did neither.

5. By May 30, 1976, 60% of junior high students will have participated in the following during the school year:
    a. at least three (3) self-awareness activities designed for self-assessment, and in decision-making for ninth grade students.
    b. at least one (1) in-depth exploration of a self-selected career or career clusters.

c. at least three (3) hands-on career exploration experiences.

d. at least two (2) activities involving the community (business, industry, government or labor). This could be through people in the world of work coming to the classroom or students going on a field trip.

e. at least three (3) classroom career information-exploration activities or units related to classroom subject areas.

THREE YEAR FINDINGS: Previous years' objectives corresponding to item 5 were stated in terms of involvement in career units or activities. Whereas the program has been successful, year by year, in reaching its student involvement criteria, it is probably the last project year that best reflects goal attainment since it is the third year objective which is most aspirant and precisely delineated. For involvement of students in three self-awareness activities, the program was (based on an average percentage across junior highs) successful for seventy-five percent (75%) of the students compared to the sixty percent (60%) criterion. In like manner, and again based on an average percentage, the program exposed sixty-six percent (66%) of the students to at least one in-depth exploration of a self-selected career or career cluster, beating criterion by six percent (6%). Eight hundred sixty-one (861) students had at least six hands-on activities through involvement with PACE. Exclusive of PACE, schools reported all children (100%) had at least two, while seventy-five percent (75%) had three or more. In sum, the sixty percent (60%) involvement rate was again excelled. Less success was had with community involvement, with fifty percent (50%) of the students experiencing at least two such activities. Likewise, the project fell five percent (5%) short of criterion for classroom career information-exploration activities, with fifty-five percent (55%)

of all junior high students involved. Overall, these data reflect fairly well the three year trend. Different schools stressed different criteria. Where a criterion was met by a particular school it was not just met, it was exceeded. Where a criterion was not met, there was still present evidence which suggested an attempt had been made to meet the goal, but at a lower priority level.

OBJECTIVE IV. Sixty percent (60%) of senior high school students will explore careers, declare their career intention, develop a tentative plan for achieving the career, and participate in further career exploration or enroll in a vocational program.

Activity/Concept under Evaluation:

1. 60% of senior high school students will (a) explore careers, (b) declare their career intention, (c) develop alternative career plans, and/or (d) enroll in vocational education programs.

   Specific questions to be answered here include:

   1. Have students increased their active involvement in career decision-making?
   2. Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems?
   3. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

THREE YEAR FINDINGS: Again, as with Objective III, the third year results are most indicative of global program impact. There is no doubt that students at the high school level did increase active involvement in the career decision-making process; ability to identify, locate, and use sources of information to solve career decision-making problems; and become aware of steps to be taken and factors to be considered in career planning. All empirical indicators point to this conclusion.

2. By August 15, 1975, 60% of senior high school teachers and administrators will have participated in a career exploration-preparation workshop. At the close of the workshop teachers will have developed a plan for integrating career exploration into their curriculum. Also, at the close of the workshop each principal and building coordinator will have jointly developed a "School Career Education Plan (SCEP)."

   a. Special aspects of the SCEP plan include:

      The school plan will provide for students' participation in:

      (1) career information and activities designed for career exploration,

      (2) value clarification and/or a self awareness experience,

      (3) hands-on career exploration experiences,

      (4) research of printed and audio-visual materials related to students intended career or career cluster,

      (5) one-to-one student-worker interviews and job observations,

      (6) decision-making for selecting a career goal,

      (7) developing a career plan for achieving the career goal,

      (8) some affirmative action for carrying out the career plan.

THREE YEAR FINDINGS: For each of the three years, a workshop was conducted. Teachers, building coordinators, administrators and counselors all reported generally positive feelings about knowledge acquired and activities in which they participated. School Career Education Plans were developed by all participating schools, and these were implemented. They possessed the requisite aspects as stipulated within the objective. Outcomes related to these plans are treated under item 6.

3. School guidance personnel and career project personnel will assist teachers in providing students these activities and experiences.

THREE YEAR FINDINGS: It was generally felt by teachers that counselors provided them above average support in instigation of career oriented activities. This tended to be more the case where the counselor served as the building coordinator. Composite rankings across schools were all above average, with four of the five schools consistently above three on a five point scale.

4. During the workshop the school administrator and the building career coordinator with assistance of teachers may develop a mini-grant proposal to assist in the achievement of the above stated objective, and the procedure-products.

The development of mini-grant proposals was a concern of the third project year, only. Four of the five participating high schools developed such proposals. By May 1, 1976, all of the four schools submitting proposals and receiving grants had successfully met the objectives of their plans.

5. By May 30, 1976, 90% of senior high school teachers will have participated in at least three (3) career education inservice sessions held during the school year.

Participation in inservice sessions comparatively consistent over the three project years at the senior high level. During the third year, all high schools met the three session criterion.

For ease in perusal by the reader, outcomes are reported for item six (6) beside the goal stipulated.

6. Presentation of Career Exploration Activities	6A. Outcomes
A. By May 30, 1976, 60% of grade ten students will have participated in the following during the school year:	
1. completing and analyzing an interest inventory,	1. Only 4 of 25 reporting indicated this activity with 2 of 4 indicating activities at other than 10th grade.
2. complete at least three (3) hours of individual career exploration activities (PACE Center),	2. 10 of 25 teachers reported these activities but most at grades other than 10th (ie., 9, 11, and 12).
3. at least three (3) teacher presented career exploration units or activities,	3. 12 of 25 teachers indicated activity estimated only about half of 12 or 6 were at 10th grade level.
4. making a tentative or realistic career decision and declared a career goal,	4. Out of 25 teachers only 7 indicated activity in this area and only 1 at 10th grade level.
5. writing a career plan for achieving the career goal.	5. Out of 25 teachers only 3 indicated activity and only 2 at 10th grade.
B. By May 30, 1976, 60% of grade eleven students will have participated in the following during the school year:	6B. Outcomes
1. at least three (3) teacher presented career exploration or presentation units or activities,	1. Not all activities were clearly identified for 11th or 12th.
2. taken some action for achieving the career goal.	2. At this point of year a very plus (+) for objective.

6. (continued)

10. one-to-one student-worker interview,

11. career guidance activity designed for work value clarification, self assessment or other appropriate experience,

12. completed again, one or more of the activities listed above for grade ten (#1) or eleven (#2),

13. enroll in a vocational program.

E. Career Exploration Post-Testing for Objectives I, II, III, and IV:

By May 30, 1976, career exploration and development tests will be administered to randomly selected grade twelve experimental (three years of career exploration) and control students to determine differences that exist.

6E. Outcomes

For the final phase of the project, test-retest findings using the Career Development Inventory were scrutinized to determine gains on the part of program participants for planning orientation, exploration resources, and information and decision-making. Data suggest only a small percentage of students (5.3%) had not given substantive thought to future careers. To differing levels of progress regarding development of plans, the other students had all addressed the matter. Twenty-eight and seven tenths percent of the subjects had definite plans, but remained insecure as to how to follow-up on them. Twenty-nine percent (29%) had made plans and knew how to follow them up. Overall, the project seems to have fallen somewhat short in this area, the reasons for which state-of-affairs remain obsecure.

OBJECTIVE V:

Increased opportunities in Vocational Education

1. During the first year's operation of the Career Education Project, a special team was employed to conduct a study as to the feasibility of establishing a vocational center for Bingham County students. The results of the study indicated such a program could provide improved vocational education opportunities on a cooperative basis between the five school districts of the county.

Subsequently, a facility was leased and three school districts joined the effort. Also, the Bingham County program for Exceptional Children sponsors a program in the facility and contributes to the operational expenses of the Vocational Education Center. Twenty-three students are enrolled from the three districts and 29 from the exceptional child program for 1975-76 school term.

The program will continue on the same basis and in the same leased facility for next year. A proposal to raise funds via increased property taxes in the three school districts to expand program and construct facilities was defeated in a recent election May 18, 1976 for that purpose.

2. The project staff purchased two mobile vans to provide additional career information to ninth and tenth grade students and to operate an advanced program in office occupations for 11th or 12th graders.

The first van was a career guidance resource lab called PACE (Programmed Activities for Career Exploration). The center served this function for the first two years. During the third year, the van was remodeled and a work sampler (hands on experience in six different career areas) program installed. All tenth grade students from five school districts received services of the lab for the first two years and all (861) ninth graders participated in the work sampler program the third year.

The second van was called B.O.P. Inc. which was an office occupations simulation program. The Center operated as a Mortgage and Loan Company with seven positions (vice-president, administrative assistant, executive secretary, cashier, post and tax clerk, insurance clerk, and receptionist). In addition to applying office skills learned in the regular high school program, the Center provided instruction in new skills not available in other programs. Enrollment the first year started from zero and was 77 students the last year of operation.

Surveys from students indicated the services of the vans were very worthwhile in career exploration activities. The operation of the mobile units will be funded by the five school districts next year. The B.O.P. program received especially high praise for its contribution to student opportunities for advanced reality oriented office occupations experiences.

3. The Career Education program staff increased the cooperation and coordination of activities with those of other public agencies within the Bingham County area over the three year period. There were at least nine agencies involved of which the Idaho Department of Employment and the Bingham County Program for Exceptional Children showed the greatest amount of coordination.

Very little progress was found in coordinating contacts of other school officials with business and professionals for work program coordination. The work experience program was operating in some school districts in the county and the Career Education Project program thrust was in other areas.

OBJECTIVE VI

Objective VI proposed to increase employment of the exiting handicapped student by 15% in actual employment or in sheltered workshops.

This phase of the project was operated by the staff of the Bingham County Program for Exceptional Children. The Career Education Program and that for Exceptional Children were administered by a common Board called the Bingham County Board for Cooperative Services.

The administrators and staff of the two agencies cooperated in program direction; however, the program for exceptional children was in existence prior to that of career education and activities were essentially conducted and funded by other than the Career Education Project.

The major objective and sub-objective were achieved as stated in the grant proposal.

OBJECTIVE VII

The thrust of this objective was to place 100% of all exiting students in one of the following: a) employment (which could include military, homemaking, or volunteer service); b) post secondary occupational training; c) degree seeking program.

Little evidence was available that the goal was achieved the first year of the project; however, the 2nd and 3rd years the placement was 96.5% and 94.7% respectively.

Other sub-objectives were listed to assist in achieving the overall objective of 100% placement. The following is a brief discussion on the degree of success in these areas.

1. Career placement files were started the first year and were found to exist in all five high schools during the last year. The quality and use varied from school to school.

2. Job placement centers and each high school were called for by the project proposal. None of the schools have job placement centers per se nor was this intended according to the project director. Rather, they were functioning as "referral placement centers." The school counselors cooperated with other agencies by referring students to these agencies for counseling and/or placement. Also, local businesses, including the farming enterprise, contacted the school counselor for assistance in locating students interested in a particular type of employment. The program was reasonably successful in the latter function but did not provide for a job placement center in the five high schools. All schools established career guidance for post secondary opportunities but few have "open information files."

Career Placement Committee has been organized by the project staff with representatives from the schools, State Employment Agency and others as required. The focus was to review the placement of exiting students. The

Committee achieved only partial success.

Finally, the follow-up study to determine post secondary placement of exiting students was not conducted the first year.

Studies were conducted relative to placement of exiting students of the previous years, 1974 and 1975. The findings for 1975 (study conducted in 1976) reveal 47.67% enrolled in college; 15.7% enrolled in vocational-technical programs; 23.7% employed and the remaining 9.5% students in homemaking, military, etc. 3.5% were undecided and/or not placed.

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